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ABSTRACT

Arts education is a collective term that denotes learning and instruction in four distinct subject areas: dance, music, theater arts, and visual arts. This handbook suggests what is comprised in the study of the four K-12 arts programs; the frameworks consist of goals in each arts area developed for the K-2, 3-5, 6-8, and 9-12 grade levels. In the handbook, the same goals and objectives are further developed so that conceptual, sequential, and student development are readily apparent for each. The addition of "focuses" further expands each objective with accompanying "implications for learning and teaching." The introduction addresses development, purpose, value of the arts, what students should know and be able to do, connections between the framework and National Standards, and arts education matrix. The remainder is divided into Dance K-12, Music K-12, Theatre Arts K-12, and Visual Arts K-12. Each section delineates a purpose, an overview, and program goals; outlines between 8 and 10 goals; and contains a glossary. (BT)

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K-12

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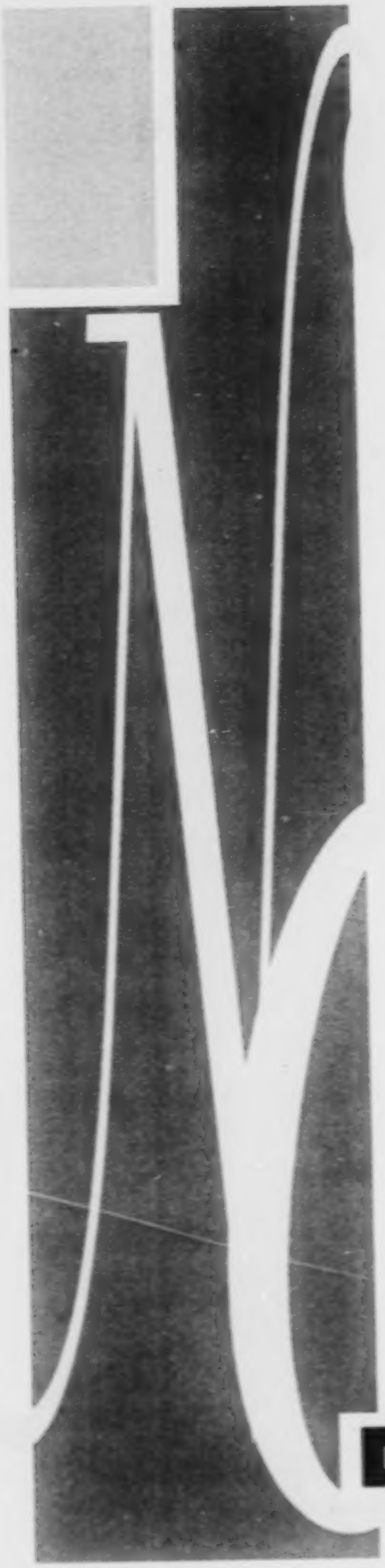

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TEACHER HANDBOOK - ARTS EDUCATION K-12

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ARTS EDUCATION K-12

INTRODUCTION

Development

Arts education is a collective term that denotes learning and instruction in **four separately distinctive subject areas: dance, music, theatre arts and visual arts**. Therefore, the Arts Education Standard Course of Study Frameworks and the Teacher Handbook - Arts Education K-12 were developed by four committees representing each of these areas. Once all documents were in draft form they were sent to selected representative teachers across the state, school and central office administrators, arts departments in higher education institutions, other area consultants and administrators in the Department of Public Instruction, other state agencies, state arts education organizations, and individuals who expressed interest in providing input into the finished product. The resulting feedback was carefully considered by the committees and changes were made where they were deemed beneficial. Every effort was made to address current education and curriculum issues.

Purpose

The purpose of these frameworks and the handbook is to suggest what is comprised in the study of the four K-12 arts programs. They have been generated to help teachers and curriculum specialists in each school system develop classes or courses and instructional strategies using them as a foundation.

New Features

Both the arts education frameworks and handbook are significantly different from prior versions in the following regards:

- There is a strong emphasis on communicating, reading, writing and, where plausible, math throughout each arts curriculum.

- Integration of learning both among the four arts areas and among other subject areas is stressed.

- Since the ability to do critical and creative thinking as well as complex problem solving and to use intuition are inherent parts of the arts process, importance has been placed upon the development of these abilities throughout the entire study in each arts area.

- There is a greater focus on knowing about, understanding and appreciating a variety of world cultures and historic periods.

- The ability to use knowledge, skills and processes learned in the arts and apply them to other disciplines and to life beyond school is reinforced.

- Where appropriate in some arts areas, concepts such as conflict resolution, teamwork, sensibility to and tolerance of others and their views, heightened perceptual awareness, synthesis of ideas to arrive at a logical deduction, and work force preparedness are dealt with as integral aspects of the study.

Basis

The revisions are based on the current National Standards for Arts Education developed by the Consortium of National Arts Education Associations. These standards describe what every young American should know and be able to do in the arts. The standards are the basis upon which a national assessment is being developed as part of the National Assessment of Educational Progress. In both the revised documents, the goal statements for each arts area are directly correlated with the national standards. Where applicable, the standards are noted by number in parenthesis under each goal statement throughout the document. This will enable users of this revision to see the relationship between it and the national standards document. The National Standards for Arts Education may be purchased from MENC Publications Sales, 1806 Robert Fulton Drive, Reston, Virginia, 22091.

Format

The frameworks consist of goals in each arts area developed for the **K-2, 3-5, 6-8 and 9-12 grade levels** along with suggested **objectives**.

In the handbook, the same goals and objectives are further developed so that conceptual, sequential and student development are readily apparent for each goal. The goals and objectives are expanded through the addition of **focuses** for each objective with accompanying **implications for learning and teaching** in the adjacent column. No portion of the handbook is written in courses, but rather contains suggested concepts which may be assimilated into classes or courses designed by each school or school system and taught at the various grade levels. Significant effort has been made to ensure enough useful information has been provided but, at the same time, to allow for flexibility with interpretations, choices and methodologies by school personnel.

Intent

The intent of the National Standards for Arts Education along with the frameworks and handbook is that a comprehensive understanding of one or more of the arts be accomplished by each student throughout the K-12 program. These documents describe a thirteen-year program in each area which would result from effective instruction during each year from Kindergarten to twelfth grade. The fact is that few students are able to have such a consistent and comprehensive experience in any area. It is more likely that individuals may be at different points along this continuum. The documents for each arts area provide the means to determine where students are and what studies they may need to pursue to achieve an appropriate and quality arts education experience at any given time throughout their tenure in public school.

Philosophy

The arts have been part of life from the very beginning. They have described, defined, and deepened human experience. All people have an abiding need for meaning--to connect time and space, experience and event, body and spirit, intellect and emotion. We create art to make these connections, to express the inexpressible. A society without the arts is unimaginable.

The arts connect each new generation to those who have gone before, equipping the newcomers in their own pursuit of the abiding questions: Who am I? What must I do? Where am I going?

Simultaneously, the arts initiate change, challenging old perspectives from fresh angles of vision, or offering original interpretations of familiar ideas. The arts disciplines each provide their own unique ways of thinking. At another level, the arts are society's gift to itself, linking hope to memory, inspiring courage, enriching our celebrations, and making our tragedies bearable. The arts are a source of enjoyment and delight, providing the "Aha!" of discovery when we see ourselves in a new way, grasp a deeper insight, or find our imaginations refreshed. Every generation has been preoccupied with the arts because they bring us face to face with ourselves, and with what we sense lies beyond.

The arts are deeply embedded in our daily life, often so deeply or subtly that we are unaware of their presence. The office manager who has never studied painting may nevertheless select a living-room picture with great care. A couple who would never think of taking in a ballet are nonetheless avid square dancers. The arts are everywhere in our lives, adding depth and dimension to the environment we live in, shaping our experience daily. The arts are a powerful economic force as well, from fashion, to the creativity and design that go into every manufactured product, to architecture, to the performance and entertainment arts that have grown into multibillion dollar industries. We cannot escape the arts--nor would we want to.

For all these reasons and many more, **the arts have been an inseparable part of the human journey**; indeed, we depend on the arts to carry us toward the fullness of our humanity. We value them for themselves, and because we do, we believe knowing and practicing them is fundamental to the healthy development of our children's minds and spirits. That is why, in any civilization--ours included--the arts are inseparable from the very meaning of the term "education." We know from long experience that *no one can claim to be truly educated who lacks basic knowledge and skills in the arts.*

If our civilization is to be both dynamic and nurturing, its success will ultimately depend on how well we develop the capacities of our children, not only to earn a living in our complex world, but to live a life rich in meaning. To achieve this quality of life requires a vital connection to the arts, which like any subject, demand discipline and study.

This document identifies what our children must *know* and be able to *do* as a result of a comprehensive arts education. A mere nodding acquaintance with the arts is not enough to sustain our children's interest or involvement in them. The arts will help them discover who they are, and what is even more important, who they can become.

Benefits

Arts education benefits both student and society. Involving the "whole child" in the arts gradually teaches literacy while developing intuition, sensitivity, reasoning, imagination, and dexterity. This process requires not merely an active mind but a trained one. Arts education helps students perceive and think in new ways. The arts also help provide and extend meaning. Because so much of a child's education in the early years is devoted to acquiring the skills of language and mathematics, children gradually learn, unconsciously, that the "normal" way to think is linear and sequential, that the pathway to understanding moves from beginning to end, from cause to effect. In this early mode, students trust those symbol systems (words, numbers, and abstract concepts) that separate the person from their experiences.

But **the arts teach a different lesson by often starting in a different place**. The arts cultivate the senses which trust the unmediated flash of insight as a legitimate source of knowledge. The arts connect person and experience directly, building bridges between verbal and nonverbal, logic and emotion--the better to gain an understanding of the whole. Both approaches are powerful; both are necessary. To deny students either is to disable them.

An education in the arts benefits *society* because students of the arts disciplines gain powerful tools for:

- **understanding human experiences**, both past and present;

- **teamwork and collaboration**;

- **making decisions** creatively when no prescribed answers exist;

- **learning to adapt to and respect** others' (diverse) ways of thinking, working, and expressing themselves;

- **learning problem recognition and problem solving**, involving expressive, analytical, and developmental tools to every human situation (this is why we speak, for example, of the "art" of teaching or the "art" of politics);

- **understanding the influence of the arts and their power** to create and reflect cultures, the impact of design on our daily life, and in the interdependence of work in the arts with the broader worlds of ideas and action;

- **developing the essential senses** of sight, hearing, smell, taste, touch, and kinesthetics as intellectual, emotional, physical, creative, and expressive acts;

- **analyzing nonverbal communication and making informed judgments** about cultural products and issues; and

- **communicating effectively**.

In a world inundated with contradictory messages and meanings, arts education helps young people explore, understand, accept, and use ambiguity and subjectivity. In art as in life, there is often no clear or "right" answer to questions that are nonetheless worth pursuing ("Should the trees in this painting be a little darker shade of green?"). At the same time, arts in the classroom bring excitement and exhilaration to the learning process. Study and competence reinforce each other; students become increasingly interested in learning, add new dimensions to what they already know, and want to learn even more. The joy of learning becomes real, tangible, powerful!

Value of the Arts

Perhaps most important, the arts have *intrinsic* value. They are worth learning for their own sake, providing benefits not available through any other means. To read Schiller's poem "Ode to Joy," for example, is to know one kind of beauty, yet to hear it sung by a great chorus as the majestic conclusion to Beethoven's Ninth Symphony is to experience beauty of an entirely different kind, an experience that for many is sublime. Because these deeply felt experiences transcend our daily reality, there is no substitute for the arts, which provide bridges to things we can scarcely describe, but respond to deeply. In the simplest terms, no education is complete without them.

The arts also contribute to education beyond their intrinsic value. Because each arts discipline appeals to different senses and expresses itself through different media, each adds a special richness to the learning environment. An education in the arts helps students learn to identify, appreciate, and participate in the traditional art forms of their own communities. As students imagine, create, and reflect, they are developing both the verbal and nonverbal abilities necessary for school progress. At the same time, the intellectual demands of the arts help students develop problem-solving abilities and such critical thinking skills as analyzing, synthesizing, and evaluating. Numerous studies point toward a consistent and positive correlation between a substantive education in the arts and student achievement in other subjects and on standardized tests. A comprehensive, articulated arts education program also engages students in a process that helps them develop the self-esteem, self-discipline, cooperation, and self-motivation necessary for success in life.

Connections Between the Arts, Students and the World

If arts education is to serve its proper function, each student must develop an understanding of such questions as these: What are the arts? How do artists work and what tools do they use? How do traditional, popular, and classical art forms influence one another? Why are the arts important to me and my society? As students seek the answers to these questions, they develop an understanding of the essence of each arts discipline, and of the knowledge and skills that enliven it. This does not imply that every student will acquire a common set of artistic values. Ultimately, students are responsible for their own values.

The affirmations below draw significant connections among the arts, the lives of students, and the world at large:

- The arts have both intrinsic and instrumental value; that is, they have worth in and of themselves and can be used to achieve a multitude of purposes (e.g., to present issues and ideas, to teach or persuade, to entertain, to design, plan, and beautify).

- The arts play a valued role in creating cultures and building civilizations. Although each arts discipline makes its unique contributions to culture, society, and the lives of individuals, their connections to each other enable the arts disciplines to produce more than any of them could produce alone.

- The arts are a way of knowing. Students grow in their ability to comprehend their world when they learn the arts. As they create dances, music, theatrical productions, and visual artworks, they learn how to express themselves and how to communicate with others.

- The arts have value and significance for daily life. They provide personal fulfillment, whether in vocational settings, avocational pursuits, or leisure.

- Lifelong participation in the arts is a valuable part of a life fully lived and should be cultivated.

- Appreciating the arts means understanding the interactions among the various professions and roles involved in creating, performing, studying, teaching, presenting, and supporting the arts, and in appreciating their interdependent nature.

- Awakening to folk arts and their influence on other arts deepens respect for one's own and for others' communities.

- Openness, respect for work, and contemplation when participating in the arts as an observer or audience member are personal attitudes that enhance enjoyment and ought to be developed.

- The arts enhance and sharpen one's abilities to inquire and express.

- Because the arts offer the continuing challenge of situations in which there is no standard or approved answer, those who study the arts become acquainted with many perspectives on the meaning of "value."

- The modes of thinking and methods of the arts disciplines can be used to illuminate situations in other disciplines that require creative solutions.

- Attributes such as self-discipline, the collaborative spirit, and perseverance, which are so necessary to the arts, can transfer to the rest of life.

- The arts provide forms of nonverbal communication that can strengthen the presentation of ideas and emotions.

- Each person has a responsibility to advance civilization. The arts encourage taking this responsibility and provide skills and perspectives for doing so.

As students work at meeting artistic challenges, they are preparing to make their own contributions to the nation's culture. The more students live up to these high expectations, the more empowered our citizenry will become. Helping students grow in the arts is one of the best possible investments in the future of our country and civilization.

Access

All students deserve access to the rich education and understanding that the arts provide, regardless of their background, talents, or disabilities. In an increasingly technological environment overloaded with sensory data, the ability to perceive, interpret, understand, and evaluate such stimuli is critical. The arts help all students to develop multiple capabilities for understanding and deciphering an image- and symbol-laden world. Thus, the arts should be an integral part of the general education for all students. In particular, students with disabilities, who are often excluded from arts programs, can derive great benefit from them--and for the same reasons that studying the arts benefits students who are not disabled. As many teachers can testify, the arts can be a powerful vehicle--sometimes the best vehicle--for reaching, motivating, and teaching a given student. At the same time, there is a continuing need to make sure that all students have access to the learning resources and opportunities they need to succeed. Thus, as in any area of the curriculum, providing a sound education in the arts will depend in great measure on creating access to opportunities and resources.

In this context, the idea that all education in the arts is just for "the talented," and not for "regular students" or those with disabilities, can be a stumbling block. The argument that relegates the arts to the realm of passive experience for the majority, or that says a lack of "real talent" disqualifies most people from learning to draw, play an instrument, dance, or act, is quite simply *wrong*. Clearly, students have different aptitudes and abilities in the arts, but differences are not disqualifications. An analogy may be helpful. We expect mathematical competence of all students because a knowledge of mathematics is essential to shaping and advancing our society, economy, and civilization. Yet no one ever advances the proposition that only those who are mathematically "talented" enough to earn a living as mathematicians should study long division or algebra. Neither, then, should talent be a factor in determining the place or value of the arts in an individual's basic education.

Critical Elements

Comprehensive arts education programs can make a difference because they speak powerfully to two fundamental issues that pervade all of education--quality and accountability. They help ensure that the study of the arts is disciplined and well-focused, and that arts instruction has a point of reference for assessing its results.

The following concepts are critical to consider when implementing an arts education program.

- Arts education is not a hit-or-miss effort but a **sequenced, comprehensive learning across four arts disciplines**, each including its own skills, knowledge, and techniques. These offer the student a means of communication and modes of thought and action. Each discipline also provides rich and complex points of view on the world and human experience. Each offers analytical and theoretical perspectives, a distinct history, varied interpretations, as well as innumerable connections to all human activity.

All basic subjects, including the arts, require more than mere “exposure.” They need **focused time for sequential study, practice, and reflection**. While valuable, a once-a-month visit from an arts specialist, visits to or from professional artists, or arts courses for the specially motivated do not qualify as basic or adequate arts instruction. They certainly cannot prepare all students in a comprehensive way. When children move beyond the "exposure" level toward proficiency in an arts discipline, the basic processes of creating, performing, producing, thinking, perceiving, and responding in one context are utilized in other curriculum areas. The child who learns reading through one or more areas of the arts will also improve in reading in other subject areas. Just so, the child who learns to see with an artist's eye, hear with the musician's ear, dramatize the playwright's vision, or tell a story with the body's movement has acquired a tool that can enrich and enliven all learning, whether in the other arts, other subject areas or beyond.

- Instruction in the arts **must occur through a hands-on orientation** (i.e., students should be continually involved in the work, practice, and study required for effective and creative engagement in all four arts disciplines). The arts encompass an expressive, therapeutic approach to learning whereby psychological/physiological needs of the whole child are met. Content and process are emphasized for each child since he or she is viewed as a unique individual.

- Students should learn about the diverse cultural and historical heritages of the arts. Our culture is a rich mix of people and perspectives, drawn from many cultures, traditions, and backgrounds. That diversity provides students with a distinctive learning advantage: they can juxtapose unique elements of their individual cultural traditions with elements that have been embraced, incorporated, and transformed into a shared culture. In the process, they **learn that diverse heritages are accessible to all**. Our cultural diversity is a vast resource for arts education, and should be used to help students understand themselves and others. The visual, traditional, and performing arts provide a variety of lenses for examining the cultures and artistic contributions of our nation and others around the world.

Significance to Education

Students should learn that **each art form has its own characteristics and makes its distinctive contributions**, that each has its own history and heroes. Students need to learn the profound connections that bind the arts to one another and to other core curriculum areas, as well as the connections between particular artistic styles and the historical development of the worlds cultures. Students also need to understand that **art is a powerful force in the everyday life of people** around the world, who design and make many of the objects they use and enjoy.

It is therefore essential that those who construct **arts curricula attend to issues of ethnicity, national custom, tradition, and gender, as well as to the artistic elements and aesthetic responses that transcend and universalize such particulars**. The polyrhythmic choreography of Native American dancing, the incomparable vocal artistry of a Jessye Norman, and the intricate calligraphy of Japanese and Arabic artists are, after all, more than simply cultural artifacts; they are part of the world's treasure house of expression and understanding. As such, they belong to every human being and should be used to develop basic knowledge and skills in the various arts disciplines.

- **Arts education should promote interdisciplinary study; and integration among and across the arts and other disciplines.** Those connections are of two kinds and should not be confused.

Correlations, the first kind, show specific similarities or differences. A simple example is the correlation between music and mathematics. Clearly evident in the structure of both are such elements as counting, intervals, and consistent numerical values. More complex examples could involve studies based on such areas as aesthetics, sociology, or historic periods, in which texts, interpretations, and analyses about two or more art forms are compared and contrasted.

The other kind, ***Integration**, is* different from correlation. Instead of placing different subjects side by side to compare or contrast them, integration uses the resources of two or more disciplines in ways that are mutually reinforcing, often demonstrating an underlying unity. A simple example of integration within the arts is using combinations of visual effects and words to create a dramatic mood. At a more complex level involving the study of history, other examples of integration might be how American theatre in the period 1900-1975 reflected shifts in the American social consciousness, or how the sacred and secular music of African-Americans contributed to the civil rights movement.

Because forging these kinds of connections is one of the things the arts do best, they can and should be **taught in ways that connect them to each other and to other subjects.** Significantly, building connections in this way gives students the chance to understand wholes, parts, and their relationships. The high school student of world history who has learned something about the visual arts of Japan will understand the politics of the Tokugawa shoguns far better than a classmate who knows nothing of how the art of Japan reflects that country's core values. But one point is basic. Correlation, integration, and similar approaches to learning are first of all a matter of knowledge and competence within each of the arts disciplines, which must be maintained in their full integrity.

- Technology is a force not only in the economy but in the arts as well. The use of **technology in arts instruction is meaningful only to the degree that it contributes to competence**, and that contribution comes through instruction and study. New technologies make it possible to try out a host of possibilities and solutions, and obtain information. Success should be measured by how well students achieve artistic and intellectual objectives, not alone by how adept they are in using a given arts technology. The use of technology should increase their ability to synthesize, integrate, and construct new meanings from a wealth of new resources and information so that they understand the relationships among technical means, artistic technique, and artistic goals.

- The development of the **problem-recognition/problem-solving and higher-order thinking skills** necessary for success in life and work should be taken seriously in arts education.

- A comprehensive arts education **program should provide a foundation for educational assessment on a student-by-student basis**. One of the substantial advantages offered by a comprehensive arts education program is that it combats the uninformed idea that the arts are an "academically soft" area of study. People unfamiliar with the arts often mistakenly believe that excellence and quality are merely matters of opinion ("I know what I like"), and that one opinion is as good as another.

The arts are cognitive, they have "academic" standing. They say there is such a thing as achievement, that knowledge and skills matter, and that mere willing participation is not the same thing as education. They affirm that discipline and rigor are the road to achievement. And they state emphatically that all these things can in some way be measured--if not always on a numerical scale, then by informed critical judgment. Although certain aspects of learning in the arts can be measured adequately by traditional paper-and-pencil techniques or demonstrations, many skills and abilities can be properly assessed only by using subtle, complex, and nuanced methods and criteria that require a sophisticated understanding. Assessment measures should incorporate these subtleties, while at the same time making use of a broad range of performance tasks.

What Students Should Know and Be Able to Do

There are many routes to competence in the arts disciplines. Students may work in different arts at different times. Their study may take a variety of approaches. Their abilities may develop at different rates. Competence means the ability to use an array of knowledge and skills. Terms often used to describe these include creation, performance, production, history, culture, perception, analysis, criticism, aesthetics, technology, and appreciation. Competence demands capabilities with these elements and understanding of their interdependence; implied also is the ability to combine the content, perspectives, and techniques associated with the various elements to achieve specific artistic and analytical goals. Students work toward comprehensive competence from the very beginning, preparing in the lower grades for deeper and more rigorous work each succeeding year. As a result, the experience of the arts matures through learning and the pride of accomplishment.

Students should know and be able to do the following by the time they have completed secondary school:

- **They should be able to communicate at a basic level in the four arts disciplines** -- dance, music, theatre arts, and visual arts. This includes knowledge and skills in the use of the basic vocabularies, materials, tools, techniques, and intellectual methods of each arts discipline.

- **They should be able to communicate proficiently in at least one art form** including the ability to define and solve artistic problems with insight, reason, and technical proficiency.

- **They should be able to develop and present basic analyses of works of art** from structural, historical, and cultural perspectives, and from combinations of those perspectives. This includes the ability to understand and evaluate work in the various arts disciplines.

- **They should have an informed acquaintance with exemplary works of art from a variety of cultures and historical periods,** and a basic understanding of historical development in the arts disciplines, across the arts as a whole, and within cultures.

- **They should be able to relate various types of arts knowledge and skills within and across the arts disciplines.** This includes mixing and matching competencies and understandings in art-making, history and culture, and analysis in any arts-related project.

From developing these capabilities, students arrive at their own knowledge, beliefs, and values for making personal and artistic decisions. In other terms, they can arrive at a broad-based, well-grounded understanding of the nature, value, and meaning of the arts as a part of their own humanity. The following diagram suggests a course of study for arts education.

SUGGESTED COURSE OF STUDY

K-2	3-5	6-8	9-12
Children's Dance	Children's Dance	Dance Education	Dance I Dance II
General Music	General Music	General Music	General Music (1 elective course) Instrumental Music Winds Percussion Strings Vocal Music
Creative Drama	Creative Drama	Creative Drama	Theatre Arts I Theatre Arts II Technical Theatre I
Visual Arts (Drawing, Painting, Printmaking, Sculpture, Fine Crafts)	Visual Arts (Drawing, Painting, Printmaking, Sculpture, Fine Crafts)	Visual Arts (Drawing, Painting, Printmaking, Sculpture, Fine Crafts)	Visual Arts I Visual Arts II Visual Arts III

Relationship Between the Teacher Handbook and National Standards

Every effort has been made to correlate the National Standards for Arts Education with the Teacher Handbook - Arts Education K-12. In most cases the curriculum goals have direct correlation with the national standards. The handbook is correlated with the content and processes specific to each of the arts and the National Assessment of Educational Progress for arts education. The matrix at the end of this section visually shows the relationship of the four arts areas, the assessment areas of creating, performing, and responding, the content aspects of knowledge and skills, and the format used for the Teacher Handbook - Arts Education K-12.

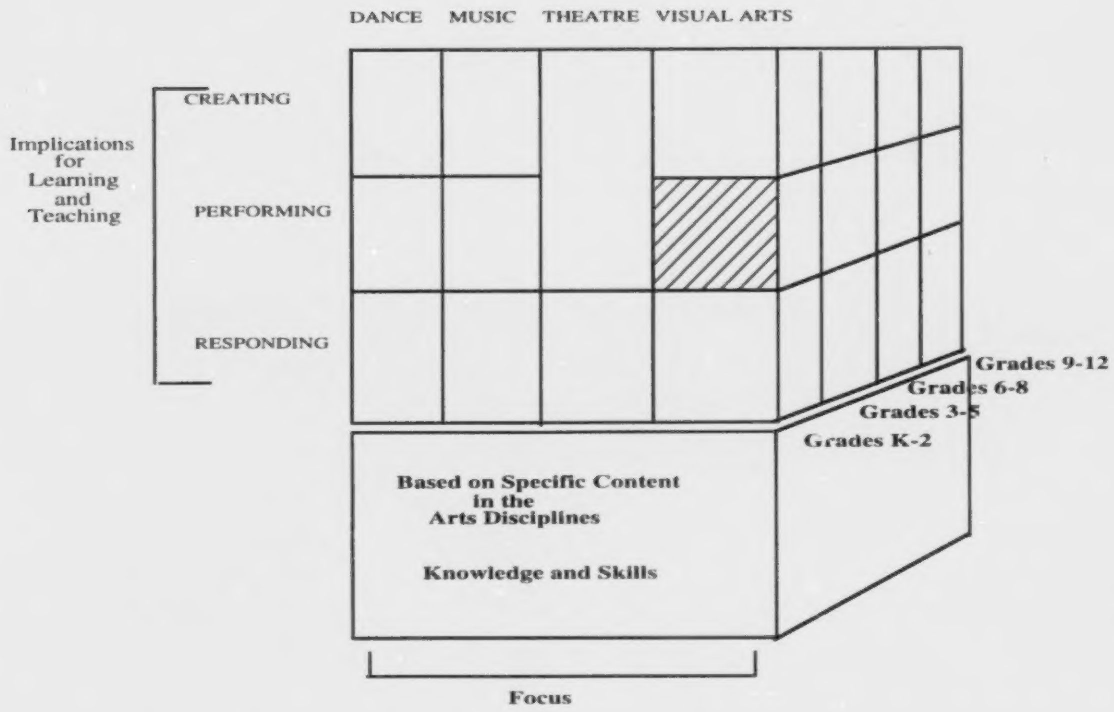
Content, which may be found under the Focus section of the handbook, is comprised of two major components of learning expected of students who participate in the study of the arts. First is **knowledge** and understanding about the arts to include the personal, historical, cultural and social contexts for works. Second is the area of perceptual, technical, expressive, and intellectual/reflective **skills**. Both these components are found in each arts discipline.

The **processes** found under the Implications for Learning and Teaching section of the handbook are comprised of three aspects: **creating, performing, and responding**. The first, *creating*, refers to generating original art. This may include, but should not be limited to, the expression of a student's unique and personal ideas, feelings, and responses. The second, *performing* and/or interpreting means performing an existing work, a process that calls upon the interpretive or re-creative skills of the student. The third, *responding*, varies from that of an audience member to the interactive response between a student and a particular medium. The response is usually a combination of affective, cognitive, and physical behavior. Responding involves a level of perceptual or observational skill; a description, analysis or interpretation on the part of the respondent; and sometimes a judgment or evaluation based on some criteria which may be self-constructed or commonly held by a group or culture. Responding calls on higher order thinking and is central to the creative process. Responses may be oral and written or conveyed non-verbally or in the art forms themselves.

As shown in the diagram, "performing" an existing work does not apply to the visual arts, where reproducing an artist's work is not central. Visual arts places a high value on first-hand, creative expression. Theatre sees creating and performing as a combined act often as a collaborative process among many people. For dance and music, the processes of creation, performance, and critical evaluation of work, while all present, often merge.

The relationship between content and processes exists at each grade level and becomes more sophisticated as students progress from kindergarten to the twelfth grade. By emphasizing this approach throughout the teacher handbook, the new handbook and frameworks will be compatible with both the standards and assessment being used nationally.

NATIONAL STANDARDS FOR ARTS EDUCATION
AND
TEACHER HANDBOOK - ARTS EDUCATION
MATRIX


DANCE
MUSIC
THEATRE
VISUAL ARTS
Implications for Learning and Teaching
CREATING
PERFORMING
RESPONDING
Grades 9-12
Grades 6-8
Grades 3-5
Grades K-2
Based on Specific Content in the Arts Disciplines
Knowledge and Skills
Focus

ACKNOWLEDGMENT

We wish to express our appreciation of and indebtedness to the National Standards for Arts Education. The introductions in this document are based to a considerable extent on the introduction and openings to each of the subject area sections in the national standards document.

DANCE K-12

PURPOSE AND OVERVIEW

Purpose

Dance in the public schools:

- provides students with a kinesthetic (bodily) way of experiencing, perceiving, understanding, learning, and communicating.
- develops higher order thinking through perceiving, creating, performing, analyzing, and evaluating.
- develops and applies reading, writing, and mathematics skills.
- is a sequential, discipline-based offering.
- challenges the intellect and creativity of each student.
- instills concentrated focus and a disciplined approach to lifelong learning.
- integrates with all curriculum content areas.
- develops respect for diverse ways of thinking, working, and expressing ideas.
- nurtures problem-recognition and problem-solving through considering, assessing, and adopting appropriate solutions.
- provides opportunities for social development and collaboration with others.
- fosters a diverse cultural and historical perspective.
- promotes a healthy body and an active mind for learning.
- encourages aesthetic discovery and growth.
- provides knowledge of vocational and avocational opportunities.

Basis

Movement is one of the first ways children learn and communicate. Dance is a language of movement that provides developmentally-appropriate opportunities to draw upon this natural way of learning. Dance helps students develop self discipline and focus as they explore movement concepts of space, time, and energy. These concepts are basic to the discovery of the body's movement potential. Throughout the program, students are encouraged to be imaginative and create dances of their own. The process of creating dance engages students in activities that facilitate the understanding of sequence, problem-solving, cooperation, and critical thinking skills.

Dance develops an understanding of the diverse ideas, beliefs, cultures, attitudes and feelings of humankind throughout time as communicated through movement. The program is based primarily on the principles of modern dance and embraces a variety of styles and creative approaches. It fosters the development of imagination, aesthetic perception, and higher order thinking skills. Dance is a vehicle for helping children understand and become engaged in the creative process and its relationship to all areas of learning. Teaching methodologies emphasize kinesthetic learning and allow each student to become knowledgeable about dance through personal and active experience as a dancer, choreographer and audience member.

Grades K-2

In Grades K-2, dance draws upon children's natural enthusiasm for movement. Through the introduction of the concepts of space, time and energy, students become aware of a variety of movement possibilities. It encourages exploration of multiple solutions to problems. Students become aware that dance is a unique way of knowing and that movement is a language which communicates ideas, thoughts and feelings. Students are encouraged to share, analyze, and evaluate their work.

Grades 3-5

Children progress with more refined use of space, time, and energy in Grades 3-5. Greater emphasis is placed upon problem-solving and working cooperatively with others in the dance process. Lessons may have a thematic focus based on content from other subject areas and/or related to the child's interest and developmental level. Students continue to create, perform, analyze, and evaluate their work and begin to understand dance as an art form.

Grades 6-8

In Grades 6-8, dance experiences are based upon the creative process, kinesthetic learning, and the connection to concepts studied in all curriculum areas. This study emphasizes the training and care of the body as an instrument for dance and for acquisition of technical skills for involvement as a choreographer, dancer, and audience member. Aesthetic development increases as students are challenged through individual and group choreographic projects. Understanding of the social, cultural, and historical continuum and an appreciation for the world of dance is developed. Appropriate technology is introduced and vocational and avocational possibilities of dance are explored.

Grades 9-12

Dance at Grades 9-12 continues to be a sequential and discipline based program that places emphasis on aesthetic understandings and training the body as an instrument of communication and expression. Students are encouraged to freely explore the problem-recognition and problem-solving processes through the technical skills acquired from a movement-based approach to learning. They are encouraged to express ideas, thoughts, and perceptions in their own choreographic works. Emphasis is given to personal perception, observation, and interaction in order to foster the growth and development of the creative process. Students develop skills in making aesthetic judgments based upon personal experiences in order to evaluate and critique their own work.

Studies at this level continue to focus upon history, theory and philosophy of dance, dance appreciation, and an understanding of the arts as a measure of human development throughout civilization.

The K-12 dance framework suggests a comprehensive program encompassing a broad field of study. Course offerings should be developed to carry out the various elements of this framework.

DANCE K-12

PROGRAM GOALS

Goal 1: **The student will identify and demonstrate elements and skills in dance.** (National Standard 1)

Goal 2: **The student will understand the process of making a dance.** (National Standard 2)

Goal 3: **Understand dance as a way to create and communicate meaning.** (National Standard 3)

Goal 4: **Apply and demonstrate critical and creative thinking skills in dance.** (National Standard 4)

Goal 5: **Demonstrate and understand dance in various cultures and historical periods.** (National Standard 5)

Goal 6: **Make connections between dance and healthful living.** (National Standard 6)

Goal 7: **Make appropriate connections between dance and other disciplines.** (National Standard 7)

Goal 8: **Understand dance as an art form with a range of opportunities for involvement.**

DANCE

GOAL 1: **The student will identify and demonstrate elements and skills in dance.** (National Standard 1)

Objective	**Implications for Learning and Teaching**
Grades K-2 1.1 Develop kinesthetic awareness. **Focus:** Understand there are different body parts that move in a variety of ways, e.g. in isolation, in connection with or in relationship to other body parts.	Identifies body parts. Explores moving through space leading with different body parts. Demonstrates the difference between motion and stillness. Explores and discusses the kinesthetic sensations created by the movement of body parts. **TEACHER NOTE**: Showing children the enjoyment of sensing body movements and of gaining control over their bodies directly relates to their development of self-control and personal expression.
Grades K-2 1.2 Understand the elements of dance: space, time and energy. **Focus:** Understand basic conceptions of space: personal space, general space, shape, level, direction, and pathways.	Selects and remains in one place in the room (personal space). Travels freely but carefully using all available space (general space). Demonstrates non-locomotor movements such as bend, twist, swing, stretch and fall, etc. Creates curved, straight, and angular shapes. **TEACHER NOTE:** Making letter shapes with body reinforces letter identification. Explores different levels (high, middle, low).

DANCE

GOAL 1: **The student will identify and demonstrate elements and skills in dance.** (National Standard 1)

Objective	Implications for Learning and Teaching
Grades K-2	
1.2 Understand the elements of dance: space, time and energy.	
Focus:	
Understand basic conceptions of space: personal space, general space, shape, level, direction, and pathways. (continued)	Understands and demonstrates spatial relationships (over, under, around, beside, behind, etc.). Explores locomotor movements such as walk, run,. hop, jump, leap, gallop, slide, skip in different directions and along different pathways (curved, straight and zig-zag). **TEACHER NOTE:** The study of directions and pathways is an excellent opportunity to reinforce map skills in the social studies curriculum. (Ex: have students draw a map of their own or another student's pathway).
Understand basic concepts of time: tempo, steady beat.	Moves to a steady beat. Explores movement in a variety of tempos. **TEACHER NOTE:** Movement to a steady beat demonstrates a one to one correspondence. Wonderful opportunities exist to correlate with music instruction.
Understand concepts of energy: strong and light, sudden and sustained.	Responds to familiar movement images, such as pop corn popping, fireworks exploding, and clouds floating. Recognizes that applying different energy creates different qualities of movement. Observes energy and movement in nature and in the environment. Shares observations and demonstrates related movement. **TEACHER NOTE**: The science curriculum is rich with opportunities to explore energy (the study of the solar system and gravity, animal movement, etc.).

DANCE

GOAL 1: **The student will identify and demonstrate elements and skills in dance.** (National Standard 1)

Objective	Implications for Learning and Teaching
Grades: 3-5 1.1 Develop kinesthetic awareness. **Focus:**	
Demonstrate control over different body parts.	Moves body parts in isolation.
Recognize that a dancer uses focused energy to gain control.	Demonstrates the use of focused energy in motion and stillness by making a shape with all his/her energy directed towards a specific point in the room. Travels toward that point, keeping energy focused. Creates a variety of body shapes that demonstrate balance. **TEACHER NOTE:** The exploration of body movement naturally relates to the study of skeletal and muscular systems.
Grades 3-5 1.2 Understand the elements of dance: space, time and energy. **Focus:**	
Understand basic concepts of space: personal space, general space, shape, level, direction and pathways.	Creates movement sequences using personal and general space. Creates a movement sequence using shapes on different levels. Explores positive and negative space. Designs a sequence of locomotor movements combining different directions and pathways. Creates symmetrical and asymmetrical shapes and movement. **TEACHER NOTE:** Students can gain understanding of geometric principles and design through the study of the elements of space. Practical correlations can be made with language arts and writing. Explores the way changing tempo affects a movement sequence.
Understand the concept of time: tempo, steady beat, accented and unaccented beats, measured and unmeasured time and rhythmic patterns.	Recognizes rhythmic patterns as repeated phrases.

DANCE

GOAL 1: **The student will identify and demonstrate elements and skills in dance.** (National Standard 1)

Objective	Implications for Learning and Teaching
Grades 3-5	
1.2 Understand the elements of dance: space, time and energy.	
Focus:	
Understand the concept of time: tempo, steady beat, accented and unaccented beats, measured and unmeasured time and rhythmic patterns. (continued)	Relates rhythmic patterns to other types of patterns. (e.g. A pattern of red, green and blue beads could be translated as clap, slap, snap). Repeats rhythmic patterns with varied accents. Creates a sequence in unmeasured time and repeat in a specific time frame. **TEACHER NOTE:** The exploration of measured time in dance and music relates to parts of a whole and fractions.
Recognize the use of contrasting energy and flow, strong and light, sudden and sustained, bound and free.	Demonstrates contrasting energy in a movement sequence. Responds to familiar movement images that are conducive to quality exploration, such as snake slithering, ice melting, taffy being pulled, etc. **TEACHER NOTE:** The science curriculum is rich with opportunities to explore energy (the solar system and concepts of gravity, potential and kinetic energy, photosynthesis, animal movement, etc.). For correlation with Language Arts, use movement potential action words, such as verbs, adjectives, adverbs to increase movement exploration.
Grades 6-8	
1.1 Demonstrate increasing kinesthetic awareness, concentration and focus in performing movement skills.	
Focus:	
Demonstrate kinesthetic awareness in motion and stillness.	Performs sequences using the entire body with confidence and focus. Accurately memorizes and repeats locomotor and non-locomotor phrases.
Develop an expanded movement vocabulary.	Accurately learns and repeats dances from a variety of styles and traditions.

DANCE

GOAL 1: **The student will identify and demonstrate elements and skills in dance.** (National Standard 1)

Objective	**Implications for Learning and Teaching**
Grades 6-8	
1.1 Demonstrate increasing kinesthetic awareness, concentration and focus in performing movement skills.	
Focus:	
Develop an expanded movement vocabulary. (Continued)	Creates and presents sequences that effectively communicate an idea and demonstrate applications of time, space and energy.
Demonstrate knowledge and use of anatomically and kinesiologically sound movement principles.	Takes responsibility for warming up the body. Creates a warm-up which prepares the body for movement. Uses warm-up techniques to develop flexibility, strength, endurance, balance and coordination. Uses effective breathing techniques while moving. Uses accurate terminology when describing the movement of others. Maintains body alignment while demonstrating basic skills. Refines body actions to include collapsing, suspending, rising and falling, vibrating and swinging. Demonstrates principles of take-off and landing from elevations. Refines articulation of the body through centering work with a specific anatomical focus. Includes experiences in balance, counter balance and weight sharing. Combines simple and complex movements in sequences that are challenging.
Use the total body or any part both in expressive movement and technique.	Uses the movement potential in adjectives, adverbs and verbs to demonstrate increasing expressive and technical development. **TEACHER NOTE:** Using parts of speech and sentence structure in dance can enhance the development of writing skills. Selects examples of movement found in the environment and discusses the qualities of energy suggested by these movements (e.g. tornadoes, tidal waves, volcanoes, etc.). Creates movement phrases based on selected qualities.

GOAL 1: **The student will identify and demonstrate elements and skills in dance.** (National Standard 1)

Objective	Implications for Learning and Teaching
Grades 6-8 1.1 Demonstrate increasing kinesthetic awareness, concentration and focus in performing movement skills. (Continued) **Focus**: Develop concentration and focus while dancing.	Demonstrates inward and outward focus in dance phrases. Makes a dance using walks in different directions with changes in focus.
Grades 6-8 1.2 Understand the elements of dance: space, time, energy. **Focus:** Identify and use various concepts of space.	Designs body shapes and pathways so each relates to body shape and/or pathway of other people or objects in space. **TEACHER NOTE:** Air and space pathways relate to the concept of symmetry and asymmetry. Creates shapes using a variety of levels in response to the movement of others. Experiments with: mirror, echo, call and response. Varies a learned movement sequence through level, pathway, direction, etc. Demonstrates a movement phrase, continually increasing the range of motion from small to large. Demonstrates the basic concepts of over, under, around, beside, behind, between, through, toward and away. Identifies a variety of space words which result from moving in specific directions such as leading, following, advancing, retreating, rising and sinking. **TEACHER NOTE:** Teaching the concept of pathway relates to the teaching of prepositional phrases.

GOAL 1: **The student will identify and demonstrate elements and skills in dance.** (National Standard 1)

Objective	**Implications for Learning and Teaching**
Grades 6-8 1.2 Understand the elements of dance: space, time, energy. (continued) **Focus**:	
Identify, use and describe various concepts of energy.	Uses a variety of movement qualities in dance phrases to clarify choreographic intent. Selects thoughts from a poem that correspond to two or more of the effort actions and translates them into a movement phrase. Describes the time, space, weight and flow of the eight effort actions (Laban). Demonstrates three or more of the effort actions in a sequence. Demonstrates movement to a steady beat at various tempi.
Identify and use various concepts of time.	Creates a sequence and presents it several times to an accompaniment in different tempos. Discusses the impact of different tempos on the sequence and how the nature of certain movements determines their duration and timing. Creates rhythm patterns to be repeated in various body parts (both locomotor and non-locomotor). Creates rhythm patterns with the accent placed on different beats with each repeat. (i.e. **1** 2 3 4, 1 **2** 3 4, 1 2 **3** 4, etc.). Explores movement in various meter (2/4, 4/4, 3/4, 6/8, 5/8, etc.). **TEACHER NOTE**: To adapt the curriculum for students who are deaf or hearing-impaired, let the students feel the vibration of the instruments, such as hitting a drum with their hands to create a beat.

GOAL 1: **The student will identify and demonstrate elements and skills in dance.**
(National Standard 1)

Objective	Implications for Learning and Teaching
Grades 9-12 1.1 Develop skills in technique. **Focus:**	
Understand that technique provides opportunities to build skill levels. Demonstrate increasing levels of coordination, balance, stamina and technique.	Participates in technique portions of class with the concentration needed to progress from one skill level to the next. Demonstrates proper body alignment and grows in ability to use the body as an instrument of expression. Utilizes accurate terminology when discussing movement of the dancer (self or others). Demonstrates principles of proper care of the body as the instrument for dance. Uses effective breathing techniques while moving. **GENERAL NOTE:** A variety of dance offerings at this level allows students to participate at their ability and interest levels. These should include general courses (Dance I-IV) which provide a survey of various dance styles. More specific courses, such as jazz, ballet, choreography, folk dance, etc., should be added in addition to the general course offerings.
Understand that different dance forms have different techniques.	Demonstrates basic technique principles for two or more dance forms (e.g. modern, ballet, jazz, etc.).
Demonstrate performance skills.	Applies integrated inward and outward focus in technique and performance. Demonstrates the ability to remember extended movement sequences.

GOAL 1: **The student will identify and demonstrate elements and skills in dance.** (National Standard 1)

Objective	Implications for Learning and Teaching
Grades 9-12	
1.2 Understand the concept of the elements of dance (space, time, energy).	
Focus:	
Understand that movement relates to space in particular ways.	Learns a movement phrase that uses various level, direction and pathway choices. These concepts are also applicable to learning stage directions. Creates a movement phrase that uses various level, direction, and pathway choices. Uses task cards to develop sequences with choices for path, level and direction.
Understand that time concepts can be communicated with movement.	Learns phrases of movement that use a variety of tempos, accents and meters. Tries a sequence with various styles of music.
Understand that effort in movement consists of the elements of flow, space, time and weight.	Masters the effort actions/quality/dynamics in learned sequences and his/her own choreography. Demonstrates clearly a range of dynamics/movement qualities. **TEACHER NOTE:** Exploring the concepts of weight and gravity relates to basic science principles (balance, counter-balance, weight-sharing, fall and recovery).

GOAL 2: **The student will understand the process of making a dance.**
(National Standard 2)

Objective	Implications for Learning and Teaching
Grades K-2	
2.1 Understand that making a dance requires planning.	
Focus:	
Understand the difference between spontaneous movement and planned movement.	Dances freely to a variety of music. Chooses three movements and sequences them. **TEACHER NOTE:** Introducing young children to the notion of "creative play" is an important step in learning to brainstorm ideas.
Understand a dance has a beginning, a middle and an end.	Creates a movement sequence with a beginning, middle and end (e.g. shape-action-shape, or shape-pathway-shape). **TEACHER NOTE:** The structure of a dance parallels that of a story, (e.g. beginning, middle, and end).
Grades 3-5	
2.1 Understand that making a dance requires planning.	
Focus:	
Understand the relationship between improvisation and choreography.	Uses improvisation to discover and invent movement for a dance. Drawing on material discovered through improvisation, chooses two locomotor and two non-locomotor movements to create a dance. Practices and shares it with peers.
Understand the elements of space, time and energy are important to dance composition.	With a partner, creates a dance using mirroring that focuses on the spatial concepts of near and far or large and small. Learns a dance phrase, then performs that phrase with a different rhythmic accompaniment. Discusses how the timing of the dance changes with the new accompaniment. Performs a dance phrase, repeating it several times, changing the amount of force used each time. Decides which use of force best fits the phrase.

GOAL 2: **The student will understand the process of making a dance.**
(National Standard 2)

Objective	**Implications for Learning and Teaching**
Grades 3-5	
2.2 Understand the choreographic process.	
Focus:	
Understand that a dance has a purpose and that ideas for dance can come from many sources.	Chooses a topic or reason for creating a dance.
Understand that dance uses a language of body movement.	Compares dance to another form of expression (visual art, poem, etc.). Discusses what kind of "language" other forms of expression use to get their ideas across (e.g. the language of visual art is color, line, texture, intensity, etc.).
Understand that the choreographic process includes:	Demonstrates the ability to carry an idea through the choreographic process.
improvisation and brainstorming,	Brainstorms information on a selected topic and translates it into movement through improvisation.
selecting and ordering movements,	Selects those movements most related to the purpose of the dance and sequences them for an appropriate beginning, middle and end.
revising and reordering,	Revises and reorders movements as necessary to achieve a logical flow.
rehearsing and refining,	Rehearses and refines dance to perfect movement quality, clarifies transitions and unifies group movement.
presenting or performing,	Performs for an audience.
evaluating.	Evaluates by reviewing a videotape of performance to identify strengths and weaknesses.
	TEACHER NOTE: The choreographic process naturally parallels the writing process. See details in Goal 7.

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GOAL 2: **The student will understand the process of making a dance.**
(National Standard 2)

Objective	Implications for Learning and Teaching
Grades 3-5 2.3 Understand that dances can have different structures. (unison, canon, ABA, etc.).	Creates a dance phrase. Accurately repeats it and then varies it, making changes in structure by performing in unison, canon, or ABA. **TEACHER NOTE:** The study of dance structures directly relates to musical forms and structures: theme and variation, ABA, rondo, etc.
Grades 6-8 2.1 Understand the concept of improvisation. **Focus:**	
Demonstrate the ability to move alone and with others freely responding to a variety of stimuli.	Improvises alone or with others exploring shape, space, time and energy. Explores a variety of ways to move in relationship to a prop.
Develop skills in improvisation in order to discover movement choices for problem-solving/dance making.	Given a movement problem that requires an original response, tries out two or three movement solutions, chooses one and discusses the reasons for that choice.
Identify concepts and motivations for improvisation.	Explores combining breath phrasing with movement phrasing. Demonstrates a variety of movement possibilities with an established mood (e.g., argumentative, playful, somber) for use in a dialogue or movement conversation with a partner. Selects and explores various concepts and motivations for improvisation. Discovers movement choices for a dance with a specific motivation.

DANCE

GOAL 2: The student will understand the process of making a dance.

(National Standard 2)

Objective	Implications for Learning and Teaching
Grades 6-8	
2.2 Understand the concept of composition.	
Focus:	
Understand choreography as a process of exploration, improvisation, selection, organization, revision and evaluation.	
Understand the importance of improvisation in the choreographic process.	Discovers movement material for a dance through improvisation.
Understand that dance is selected movement to produce a desired effect.	Discovers and selects appropriate movement phrases which will communicate meaning.
	TEACHER NOTE: The Social Studies curriculum provides many opportunities for integration.
Understand the relationship of parts to the whole in composition.	Freely explores movement possibilities and selects phrases to establish a beginning, middle and end for a dance.
	Observes another individual's movement phrase and extends the phrase through a movement phrase of his/her own.
Develop skills in choreography.	Selects an idea for a dance and demonstrates development of the idea through the effective use of space, time, and energy.
	Develops leadership skills by effectively directing other dancers in the rehearsal and performance of an original idea for dance.
	Demonstrates the ability to work cooperatively during the choreographic process.
Develop skills in observing dance.	Evaluates the work of peers in oral and written form based on selected criteria. (i.e. clear beginning and ending, variety in level, pathway and direction, specific form, appropriate accompaniment, etc.)

GOAL 2: **The student will understand the process of making a dance.**
(National Standard 2)

Objective	Implications for Learning and Teaching
Grades 6-8 2.2 Understand the concept of composition. (Continued) **Focus**:	
Apply the choreographic principles of unity, variety, contrast, repetition and transition to achieve aesthetic refinement.	Identifies various choreographic principles when observing the work of others to achieve aesthetic refinement. **TEACHER NOTE:** The following questions may be helpful in identifying these principles: Do all parts of the dance support or convey the same idea, feeling or style? (unity) Does the sequence show that the original idea or movement has been explored to provide variety without losing intent? (variety) Are there contrasts in the sequence that provide visual interest without disturbing the intent? (contrast) Does the choreographer use repetition to emphasize important movement themes? (repetition) Have all parts of the dance been successfully woven together so that it has flow and continuity? (transition) Learns a sequence that demonstrates each of the aesthetic principles of composition. Creates a sequence of shapes focusing on one of the aesthetic principles of composition. Demonstrates consistent use of aesthetic principles in composition.
Understand the influence of lighting, props, and costumes to a dance.	Creates and performs a dance, then shows and explains changes created by use of different props, costumes, or lighting.
Understand the influence of accompaniment for a dance.	Identifies a variety of sources for accompaniment (e.g. voice, electronic music, spoken words, sounds in nature, percussion). Creates a dance sequence using a variety of sources for accompaniment.

GOAL 2: **The student will understand the process of making a dance.**
(National Standard 2)

Objective	**Implications for Learning and Teaching**
Grades 6-8 2.2 Understand the concept of composition. (Continued) **Focus**:	
Understand and demonstrate various choreographic processes/devices.	Explores various choreographic processes and devices, such as retrograde, accumulation, chance, reordering, etc. Develops sequences using various choreographic processes/devices. **TEACHER NOTE:** Chance ordering can be determined by the roll of dice, drawing cards, game rules, etc. (Merce Cunningham) Excellent opportunities exist for integrating principles of probability and other concepts used in mathematics.
Understand the use of a variety of choreographic forms/structures.	Identifies and uses a variety of choreographic forms such as canon, AB, ABA, rondo, theme and variations, narrative, etc. Creates a dance to meet criteria for a specific choreographic structure.

DANCE

GOAL 2: **The student will understand the process of making a dance.**
(National Standard 2)

Objective	Implications for Learning and Teaching
Grades 9-12	
2.1 Understand the concept of improvisation.	
Focus:	
Understand that improvisation can release intuitive movement possibilities.	Expresses ideas clearly through dance.
Demonstrate cooperative skills during improvisation.	Explores movement with a partner or group for spontaneous decision-making to select movement for dance. Demonstrates the partner skills: copying, leading and following, mirroring, flocking, weight-sharing, etc.
Perceive that dance is influenced by personal movement styles, especially by those of the choreographer.	Combines the creative process and personal style to produce a movement sequence.
Acknowledge and act on the necessity to experiment with various stimuli and to explore a variety of movement before selecting materials for a composition.	Explores a wide range of stimuli, including music, props, environment, literature, sounds, etc.

GOAL 2: **The student will understand the process of making a dance.**
(National Standard 2)

Objective	Implications for Learning and Teaching
Grades 9-12	
2.2 Demonstrate the ability to create dance compositions.	
Focus:	
Understand that dance is created through use of the elements (space, time and energy).	Analyzes, evaluates and critiques the basic uses of space, time and energy in at least one major choreographic work. (Works could include "Alvin Ailey's Revelations" or Martha Graham's "Night Journey.) Creates a dance study which represents specific concepts of space, time and energy.
Understand that variations of sequences and patterns are used in creating dance.	Creates movement sequences with a beginning, middle and end that include repeated patterns. Creates movement sequences using various choreographic structures to vary the sequence (e.g. canon, AB, ABA, theme and variation, rondo).
Demonstrate the relationship of the elements of dance to the whole composition.	Creates a sequence with variations in rhythm, tempo, order, dimension and staging.

GOAL 2: **The student will understand the process of making a dance.**
(National Standard 2)

Objective	Implications for Learning and Teaching
Grades 9-12 2.2 Demonstrate the ability to create dance compositions. (Continued) **Focus**:	
Apply the choreographic principles of unity, variety, contrast, repetition and transition to achieve aesthetic refinement.	Identifies various choreographic principles when observing the work of others to achieve aesthetic refinement. **TEACHER NOTE**: The following questions may be helpful in identifying these principles: Do all parts of the dance support or convey the same feelings, idea or style? (Unity) Does the sequence show that the original idea or movement has been explored to provide variety, without losing the intent? (Variety) Are there contrasts in the sequence that provide visual interest without disturbing the intent? (Contrast) Does the choreographer use repetition to emphasize important movement themes? (Repetition) Have all the parts of the dance been successfully woven together so that it has flow and continuity? (Transition)
Understand the relationship of lighting, props and costumes to a dance.	Creates a dance that uses different props, costumes, or lighting symbolically or metaphorically.

DANCE

GOAL 2: **The student will understand the process of making a dance.**
(National Standard 2)

Objective	Implications for Learning and Teaching
Grades 9-12	
2.3 Recognize that the choreographic process is a process of critical/creative thinking.	
Focus:	
Understand the components of higher order thinking skills and their relationship to dance composition.	Identifies theme - Knowledge. Translates ideas into movement - Comprehension. Constructs movement sequences that contribute to the theme development - Application. Analyzes and chooses the most appropriate sequences to provide effective communication of a theme - Analysis. Revises and reorganizes for clarity - Synthesis. Sets criteria for appraisal of completed choreography - Evaluation. **TEACHER NOTE:** Advanced students may want to explore motif writing or Labanotation as a means of recording a composition.
Understand that the choreographic process parallels the creative process of other disciplines.	Compares and contrasts the creative process of two or more disciplines such as writing and science.

DANCE

GOAL 3: **The student will understand dance as a way to create and communicate meaning.**
(National Standard 3)

Objective	Implications for Learning and Teaching
Grade Level: K-2	
3.1 Understand that dance is one among many forms of expression.	
Focus:	
Understand that dance can express ideas.	Expresses different feelings through movement. Explores the movement possibilities in a poem or story.
Understand that an idea can be expressed in many ways.	Creates a dance about a storm. Draws a picture of the storm. Tells or writes a story about his/her storm dance. **TEACHER NOTE:** Children need to build a personal reservoir of a variety of sensory experiences - kinesthetic, auditory and visual - to be used as a foundation for storytelling and writing. Dance can provide that natural, pre-verbal step.
Grades 3-5	
3.1 Understand that dance is one among many forms of expression.	
Focus:	
Understand that dance can express ideas and feelings.	Creates a dance about an emotion. Performs a learned movement phrase, making changes to reflect different emotions. Creates a dance about a poem or story. Observes and discusses the meaning of a dance composition.
Understand that an idea can be expressed in many ways.	Participates in a multimedia performance which uses dance, spoken words, and visual representations to support the chosen topic.
Understand that everyday gestures can be used or varied to create a dance.	Uses everyday gestures to create a dance (such as a hello-good-bye dance).

DANCE

GOAL 3: **The student will understand dance as a way to create and communicate meaning.**
(National Standard 3)

Objective	**Implications for Learning and Teaching**
Grades 6-8	
3.1 Develop the ability to use dance as a language.	
Focus:	
Effectively demonstrate the difference between pantomime and abstracted gesture.	Views and discusses pantomime and dance based on gesture such as that of: Marcel Marceau or Shirley Ririe.
Demonstrate the ability to abstract gesture through variation in time, space and energy.	Creates dances based upon a variety of thematic gestures, such as daily activities, greeting/parting, rituals, work, sports, etc. **TEACHER NOTE:** Gestures can be taken from various cultures and provide many opportunities for social studies integration.
Understand that a dance can successfully communicate topics of personal significance.	Creates a dance based on an event of personal significance such as: divorce, birth of siblings, awards/recognition, favorite day, worst day, death.
Grades 9-12	
3.1 Develop the ability to use dance as a language.	
Focus:	
Demonstrate understanding of how personal experience influences the interpretation of a dance.	Formulates and answers questions about how movement choices communicate abstract ideas in dance. Observes and interprets historically significant dances and/or contemporary works.
Communicate personal feelings and ideas through movement with individual style and clarity.	Researches and writes a paper on a social issue pertinent to young people today. This paper may come from a social studies or communication class assignment. Creates a dance that effectively communicates that contemporary social issue.

GOAL 4: **The student will apply and demonstrate critical and creative thinking skills in dance.**
National Standard (4)

Objective	Implications for Learning and Teaching
Grades K-2 4.1 Understand that a problem can have multiple solutions. **Focus:** Acknowledge the uniqueness of each solution to a problem.	Creates a shape with three body parts touching the floor. Observes the variety of solutions. Points out a solution which is interesting or surprising to himself/herself. **TEACHER NOTE:** Young children need to recognize the value of creative problem solving. Dance provides an excellent opportunity to encourage a wide range of possible solutions and steer children away from the assumption that there is only one "correct" choice.
Grades K-2 4.2 Recognize similarities and differences in composition. **Focus:** Express in words the similarities and differences of shapes and movements.	Looks at two shapes. Tells how they are alike and different. Looks at two dances. Tells how they are alike and different. **TEACHER NOTE:** This is a good opportunity to discuss opposites and expand vocabulary: fast/slow, high/low, up/down, over/under, front/back, etc.
Grades K-2 4.3 Demonstrate appropriate audience behavior while observing a dance.	Observes a dance with concentrated attention.

DANCE

GOAL 4: **The student will apply and demonstrate critical and creative thinking skills in dance.**
National Standard (4)

Objective	**Implications for Learning and Teaching**
Grades 3-5	
4.1 Understand that a problem can have multiple solutions.	
Focus:	
Acknowledge the value of different solutions.	Generates as many ways as possible to travel across the floor connected to a partner. Discusses the merits of each solution. Compares how several different groups of students solved the same problem. Asks how they decided on their solutions. **TEACHER NOTE:** Dance offers an opportunity to develop cooperative learning skills and acceptance of the ideas of others.
Grades 3-5	
4.2 Examine similarities and differences in composition.	
Focus:	
Understand that different dances use the elements of time, space and energy in different ways.	Compares and contrasts two different dances with regard to space, time and/or energy. Observes a movement sequence. Creates a contrasting sequence (e.g. After watching a slow, lyrical dance, creates a fast, percussive dance.)
Grades 3-5	
4.3 Understand the role of an audience for dance.	
Focus:	
Understand appropriate audience behavior while observing a dance.	When preparing to observe a dance, asks performers what audience behavior will help their performance. Observes a dance with concentrated attention.
Recognize that an audience may take an active analytical role when observing a dance.	Observes a dance with special attention to a specific element of composition (space, time or energy) and discusses observations.

GOAL 4: **The student will apply and demonstrate critical and creative thinking skills in dance.**
National Standard (4)

Objective	Implications for Learning and Teaching
Grades 6-8 4.1 Understand that a problem/ task can have more than one solution.	Recognizes that different people choose to solve problems in different ways. Recognizes and uses problem-solving strategies to arrive at a variety of solutions (e.g. brainstorming, trial & error). Compares how several students or groups solve the same movement task. Reflects on and discusses differences, similarities and a variety of solutions to a given task.
Grades 6-8 4.2 Analyze similarities and differences in dance composition.	Observes and analyzes the work of peers and professionals performing various styles of dance. Compares for similarities and differences (e.g. the Charleston vs. the waltz, Ailey's Revelations vs. Blues Suite, Balanchine Ballet vs. Romantic Ballet, Graham's Appalachian Spring vs. Humphrey's The Shakers).
Grades 6-8 4.3 Understand the role of an audience for dance.	Demonstrates the ability to observe and concentrate on the work performed by others. Discusses specific aspects of a movement sequence performed by peers (e.g. shape, space, contrast, theme). Gives personal opinions about a dance and provides positive feedback for the work of peers.
Grades 6-8 4.4 Identify and apply aesthetic criteria for evaluating dance.	Develops and applies criteria for the evaluation of compositions. These criteria may include use of choreographic principles, dance elements, skill of a performer, the visual and emotional impact and clarity of statement. Makes critical judgments about the form, content and meaning of dances observed. Supports opinion with examples.

GOAL 4: **The student will apply and demonstrate critical and creative thinking skills in dance.**
National Standard (4)

Objective	Implications for Learning and Teaching
Grades 9-12 4.1 Understand that a problem can have multiple solutions. **Focus:**	
Use creative thinking and/or spontaneous decision making to explore movement possibilities within a given structure or problem.	Explores, discovers and applies multiple solutions alone, with a partner or a group. Chooses a favorite solution and discusses the basis for choices.
Use improvisation as a means of discovering solutions.	Explores one problem through a variety of improvisational structures. Selects solutions for a given topic that communicate a statement with clarity.
Grades 9-12 4.2 Understand the role of an audience for dance. **Focus:**	
Demonstrate appropriate audience behavior in watching dance performances.	Observes videotaped or live dance performances using good listening skills, attentive behavior and respect for the performers.
Demonstrate the use of critical thinking skills as an observer of dance.	Discusses viewer opinions about the dances (his/her own or others) with peers in a supportive and constructive way. Demonstrates an understanding of specific criteria for observation and evaluation (e.g. elements of dance or composition, quality of performance or aspects of production such as lighting or costuming to enhance the performance). Discusses his/her own process for creating a dance and explains the reasons for his/her movement choices.

GOAL 4: **The student will apply and demonstrate critical and creative thinking skills in dance.**
National Standard (4)

Objective	**Implications for Learning and Teaching**
Grades 9-12 4.3 Develop a basis for dance criticism. **Focus:**	
Analyze dance by applying aesthetic criteria and choreographic principles.	Identifies and applies possible aesthetic criteria for evaluating dance such as: skill of performer, visual or emotional impact, variety, and contrast, unity, transition and repetition. Discusses how these could strengthen the work.
Use higher level thinking skills for dance criticism. These include interpretation, application, analysis, synthesis and evaluation.	Critiques a dance based on the knowledge of specific aesthetic criteria. Compares and contrasts two dance compositions in terms of space, time, and energy. Uses questions such as: How does the performance space affect movement? How can different tempos affect the style and quality of movement? Writes a critique of a choreographic work, including the following information: makes a statement of opinion. delivers critique in a personal tone or style. supports opinion with facts and examples from the work. persuades the readers to view or not to view the work. Discusses how aesthetic judgments vary from culture to culture.

GOAL 5: **The student will demonstrate and understand dance in various cultures and historical periods.**
(National Standard 5)

Objective	Implications for Learning and Teaching
Grades K-2	
5.1 Understand the role of dance in various cultures.	
Focus:	
Understand that people dance for many different reasons.	Describes several reasons why people dance. Learns a folk dance from another culture. Discusses when and why this dance would be done.
Understand the important role dance plays in specific cultures.	Describes a variety of occasions in which dance is used by people in various cultures.
Grades 3-5	
5.1 Understand the role of dance in various cultures.	
Focus:	
Understand that dance has fundamental importance in some cultures.	Identifies two cultures in which dance plays an important role in everyday life. Describes a variety of occasions in which dance is used in various cultures. Performs a dance created to represent a specific cultural ceremony (a hunting dance, rain dance, etc.). **TEACHER NOTE**: The study of Native American cultures in the fourth grade social studies curriculum offers many opportunities for correlation.
Understand that ritual and dance both employ symbolic movement.	Creates a harvest dance based on the gestures of gathering and scattering.
Understand that dance serves social and recreational purposes in some cultures.	Performs two social and recreational dances from two different ethnic backgrounds. Explains the circumstances under which these dances are performed.

GOAL 5: **The student will demonstrate and understand dance in various cultures and historical periods.**
(National Standard 5)

Objective	Implications for Learning and Teaching
Grades 3-5	
5.2 Identify similarities and differences in dance styles from different historical periods.	
Focus:	
Develop an awareness of the changing styles of social dance within your state or region.	Compares current social dances to those of different eras. Uses books, film and interview as methods of research.
Recognize the similarities within dances from a variety of historical periods.	Identifies possible origins of current popular dance styles.
Grades 6-8	
5.1 Understand the role of dance in various cultures.	**TEACHER NOTE:** Specific grade levels of the Social Studies curriculum provide a starting place as well as an opportunity for integration (e.g. 6th-Eastern Europe 7th-Africa and Asia 8th-North Carolina and United States).
Focus:	
Accurately describe the role of dance in at least two cultures.	Compares the roles of dance in various cultures (e.g. social, ceremonial, ritual, religious, court, entertainment). Analyzes the effects of time and place on dance (e.g. social dance through the decades, wars, depression, etc.).
Recognize and demonstrate authentic dances from various cultures.	Learns from resources in the community (people, books, videos, etc.) and repeats authentic dances from various cultures. Creates an original movement sequence based on the dance characteristics of a specific culture such as: Ghanaian, Brazilian, Chinese, etc.

DANCE

GOAL 5: **The student will demonstrate and understand dance in various cultures and historical periods.**
(National Standard 5)

Objective	Implications for Learning and Teaching
Grades 6-8 5.2 Understand similarities and differences in dance styles of various historical periods. **Focus:** Identify and describe folk, classical, social and/or theatrical dances from various historical periods.	Learns and performs folk, social, classical or theatrical dance forms from a variety of historical periods. Compares dances from at least two historical periods and creates a sequence that contrasts them. Example: 1800's Ballet-1900's Modern 1920's Charleston-1990's Hip-hop Uses a Venn diagram to compare and contrast various cultures, historical periods or choreographers.
Grades 6-8 5.3 Identify important dance innovators in past and contemporary cultures. **Focus:** Understand the contributions of noted choreographers and dancers.	Researches significant innovators in dance in context with their historical periods, including choreographers, dancers, artists (visual) and composers. Creates original sequences inspired by the style/technique of noted choreographers or dancers/companies (e.g. Duncan, Fuller, St. Denis, Graham, Humphrey, Weidman, Ailey, Cunningham, Pilobolus, Fosse, Balanchine, Nijinsky, etc.).

DANCE

GOAL 5: **The student will demonstrate and understand dance in various cultures and historical periods.**
(National Standard 5)

Objective	Implications for Learning and Teaching
Grades 9-12 5.1 Understand that dance reflects, records, and shapes history and plays a role in various cultures as a language. **Focus:**	
Recognize the role of the dancer in society as an expressive artist, performer, participant, and creator of artistic values and accomplishments of civilization.	Learns from resources in the community (such as books, people, videos), a folk dance of a different culture or a social dance of a different time period and the cultural/ historical context of that dance. **TEACHER NOTE:** Interviews with people from different generations or cultures can tap often overlooked community resources.
Investigate why humans dance; analyze universal themes for dance.	Researches the origins of dance. Performs and discusses traditional movement styles of different cultures and time periods. **TEACHER NOTE:** Foreign language and history classes are valuable resources for the study of diverse cultures.
Grades 9-12 5.2 Identify important innovations in past and contemporary cultures. **Focus:**	
Analyze through history the special characteristics of dance styles and periods.	Creates and answers questions about dance and dancers in various historical periods. Develops interview questions for dancers of a particular historical period. Creates movement sequences in the style of various historical periods. Creates movement sequences in the style of noted choreographers (e.g. George Balanchine, Alvin Ailey, Laura Dean, Paul Taylor, Martha Graham).

GOAL 5: **The student will demonstrate and understand dance in various cultures and historical periods.**
(National Standard 5)

Objective	**Implications for Learning and Teaching**
Grades 9-12 5.2 Identify important innovations in past and contemporary cultures. **Focus**: Analyze through history the special characteristics of dance styles and periods. (Continued)	Explores movement based upon various techniques, such as: Fall and recovery - Humphrey, Contract and release - Graham, Use of breath, fall and recovery - Limon. **TEACHER NOTE:** Identify films and videos that are available through your local public library and from the North Carolina Public Library.

DANCE

GOAL 6: **The student will make connections between dance and healthful living.** (National Standard 6)

Objective	Implications for Learning and Teaching
Grades K-2 6.1 Develop an awareness of the capabilities and limitations of the body. **Focus:** Understand that the movement capabilities of each individual are different.	Explores the range of motion and flexibility of his/her body. Explores the movement capabilities of his/her body (e.g. height of jump, speed, etc.).
Grades K-2 6.2 Understand that dance requires discipline and personal commitment. **Focus:** Understand that dance requires control of body and mind.	Performs a dance sequence silently and with concentrated focus.
Grades K-2 6.3 Adopt healthy practices which enhance the ability to dance. **Focus:** Understand that dancers warm-up to prepare their bodies for dance. Understand that dancers must take care of their bodies by practicing safe movement techniques.	Demonstrates exercises that promote strength and flexibility. Demonstrates safe movement techniques such as bending knees when landing from a jump.
Grades K-2 6.4 Develop a positive attitude toward self, others and the dance experience. **Focus:** Understand that a dancer must work with a positive attitude.	Participates in dance classes and experiences in a willing, cooperative and respectful way.

DANCE

GOAL 6: **The student will make connections between dance and healthful living.** (National Standard 6)

Objective	Implications for Learning and Teaching
Grades 3-5 6.1 Develop an awareness of the capabilities and limitations of the body. **Focus:**	
Understand that a dancer must explore the movement capabilities of his/her own body.	Explores the range of motion and flexibility of his/her body. **TEACHER NOTE:** Exploring range of motion and safe movement techniques relates directly to the study of muscular and skeletal systems in the science curriculum.
Grades 3-5 6.2 Understand that dance requires discipline and personal commitment. **Focus:**	
Understand that dance requires discipline and focus of body and mind.	Performs a dance sequence silently and with concentrated focus.
Understand that a dancer can improve with concentrated effort.	Identifies three areas in which his/her dancing has improved. Identifies three personal goals to improve as a dancer. Makes a chart to track progress over time.
Grades 3-5 6.3 Adopt healthy practices which enhance the ability to dance. **Focus:**	
Understand that nutritious food, exercise and rest are vital to a healthy dancer.	Discusses proper nutrition. Discusses healthy eating, exercise and sleeping habits.
Understand the importance of a warm-up in dance class.	Participates in and acknowledges the importance of a warm-up.
Understand that dancers must take care of their bodies by practicing safe movement techniques.	Demonstrates exercises that promote strength and flexibility. Demonstrates safe movement techniques such as bending knees when landing from a jump.

GOAL 6: **The student will make connections between dance and healthful living.** (National Standard 6)

Objective	Implications for Learning and Teaching
Grades 3-5	
6.4 Develop a positive attitude toward self, others and the dance experience.	
Focus:	
Understand that a dancer must work with a positive attitude when dancing individually or with others.	Participates in dance classes and experiences in a willing, cooperative and respectful way.
Understand that a dancer must learn to share ideas.	Works in a group to create a dance.
Grades 6-8	
6.1 Develop an awareness of the capabilities and limitations of the body.	**TEACHER NOTE**: Ask students to think about the movements of their peers and name the qualities of those movements from the dance/movement vocabulary that they have learned. This should also include students who have disabilities.
Focus:	
Understand the anatomical capabilities of the body.	Identifies and explores the capabilities of the body through movement experiences, including flexion, extension, rotation, and hyperextension.
Develop an awareness of one's own physical capabilities and limitations.	Creates a dance that emphasizes physical capabilities and masks limitations. Also explores the reverse situation.

GOAL 6: **The student will make connections between dance and healthful living.**
(National Standard 6)

Objective	Implications for Learning and Teaching
Grades 6-8 6.2 Understand that dance requires discipline and personal commitment. **Focus:**	
Recognize and appreciate the personal involvement necessary to create and perform dance.	Explores and discusses the commitment necessary to produce dance.
Demonstrate an awareness of the necessary discipline through creative problem-solving and cooperative group work.	Demonstrates ongoing self-monitoring and evaluation of behavior. Records evaluations in a weekly journal.
Identify responsibilities in problem solving for choreographic tasks and necessary personal characteristics to complete the task.	Assumes responsibilities in choreographic assignments. Analyzes and discusses personal traits which contribute to the success of the project. Demonstrates skills necessary for cooperative choreographic tasks and problem solving.
Grades 6-8 6.3 Adopt healthy practices which enhance the ability to dance. **Focus:**	
Identify three personal goals to improve as a dancer and take steps to reach those goals.	In a journal, identifies personal goals to improve. Periodically records steps taken to reach goals (flexibility, strength, nutrition, coordination, balance, etc.).
Identify healthy practices that enhance the ability to dance (e.g. training, rest, nutrition, injury prevention).	Analyzes the effects of healthy and unhealthy practices, such as: nutrition, training appropriate to skill level, rest, and injury prevention.
Identify and describe strategies to prevent dance injuries.	Demonstrates throughout the dance experience proper body mechanics to prevent injury (alignment, control). Describes specific strategies to prevent dance injuries.
Understand the purpose of a warm-up.	Describes and demonstrates appropriate warm-up techniquesfor major body parts (head, torso, hips, legs, feet, and arms).

GOAL 6: **The student will make connections between dance and healthful living.** (National Standard 6)

Objective	Implications for Learning and Teaching
Grades 6-8	
6.4 Develop a positive attitude toward self, others and the dance experience.	
Focus:	
Be aware of the significance of contributions to the dance experience.	Analyzes contributions to the dance experience based upon identified personal traits which are necessary to successfully solve problems (e.g. cooperation, compromise, listening).
Understand that dance is a way of heightening self-awareness, cooperation, leadership, and following the leadership of others.	Explores cooperatively the concepts of partnering, weight-sharing, call and response, etc., with frequent change of leaders.
Recognize that different people choose to express themselves in a variety of ways.	Observes the movement of others' patterns and describes observations. Describes verbally or in written form the origins of cultural and historical dances which have a distinct style.
Perceive dance as being greater than any one particular form of movement.	Discusses and/or writes about the basic elements of dance and how they are the basis for all dance regardless of form or style. Recognizes and willingly participates in a range of dance experiences such as Folk, social, square, theatrical, Jazz, etc. Recognizes that different cultures can have different aesthetics.

GOAL 6: **The student will make connections between dance and healthful living.** (National Standard 6)

Objective	Implications for Learning and Teaching
Grades 9-12	
6.1 Develop an awareness of the capabilities and limitations of the body.	
Focus:	
Understand that dance is a way of heightening body-awareness.	Discusses verbally or in writing the major functions of muscle groups and bone structure in performing dance movements.
Understand basic principles of anatomy and kinesiology.	**TEACHER NOTE:** *The Anatomy Coloring Book* is a good resource. [Wynn Kapit and Lawrence M. Elson, *The Anatomy Coloring Book, 2nd. Edition.* New York: Harper Collins, Inc., 1993.]
Recognize that different body parts have different capacities for movement.	Demonstrates and discusses flexion, extension, rotation, hyperextension and abduction.
Grades 9-12	
6.2 Understand that dance requires discipline and personal commitment.	
Focus:	
Recognize and appreciate the personal involvement necessary to create and perform dance.	Identifies personal goals to improve as a dancer (e.g. identifies personal trouble spots in relationship to alignment or balance, stamina, self-confidence). **TEACHER NOTE:** Recording progress in a notebook or journal is a good way to incorporate writing. Self-monitoring should continue throughout the student's dance career.
Demonstrate the commitment necessary to produce dance.	Demonstrates a consistent commitment to the effective completion of dance tasks.

DANCE

GOAL 6: **The student will make connections between dance and healthful living.**
(National Standard 6)

Objective	Implications for Learning and Teaching
Grades 9-12 6.3 Assume responsibility for personal health and care of the dance instrument. **Focus:** Recognize challenges facing professional dancers in maintaining healthy lifestyles.	Creates/shares his/her own warm-up and discusses how the warm-up prepares the body and mind for expressive movement. Designs a lecture-demonstration for an elementary group including the discussion of healthy practices. Researches and discusses eating disorders, nutrition, injury prevention and treatment. Explains how the above affect the ability to dance.
Grades 9-12 6.4 Develop a positive attitude towards self, others and the dance experience. **Focus:** Understand that dance is a way of heightening self-awareness, cooperation, leadership and following the leadership of others.	Demonstrates the ability to work in a group changing leaders often. Observes another individual's movement phrase and extends the phrase with a movement sequence of his/her own.

GOAL 7: **The student will make appropriate connections between dance and other disciplines.**
(National Standard 7)

Objective	Implications for Learning and Teaching
Grades K-2	
7.1 Understand dance as a way of exploring other content areas.	
Focus:	
Develop an understanding of science concepts through dance.	Explores movements that demonstrate the life cycle of a butterfly, weather or plant growth. Chooses movements that best illustrate the chosen topic to create and perform a class dance. Researches animals that are endangered species. Discusses why they are endangered and how it makes him/her feel. Creates a dance about an endangered animal. Includes movements that show the animal's characteristics, habitat and how he/she feels about its endangered status.
Develop an understanding of mathematical concepts through dance.	Creates shapes individually and with a partner that show symmetry and asymmetry. Discusses the sequential nature of patterns. Creates a pattern dance by choosing four movements, ordering them and repeating them in a fixed sequence.
Develop an understanding of social studies concepts through dance.	Creates urban and rural "landscapes" using the shape of his/her body. Creates a dance about occupations incorporating gesture and pantomime.
Develop an understanding of language arts concepts through dance.	Creates and draws letter shapes with different body parts. Interprets a story or poem through dance. Writes a class story or fable using movement as a pre-writing experience.
Develop an understanding of musical concepts through dance.	Explores a variety of rhythms and tempos through movement. Dances freely to different musical selections. Discusses how they are different and how they make him/her feel.

DANCE

GOAL 7: **The student will make appropriate connections between dance and other disciplines.**
(National Standard 7)

Objective	**Implications for Learning and Teaching**
Grades K-2	
7.1 Understand dance as a way of exploring other content areas. (Continued)	
Focus:	
Develop an understanding of visual arts and design concepts through dance.	Explores straight and curved lines through dance pathways. Responds to a dance using another art form. (e.g. Draws a picture of his/her dance experience.)
Develop an understanding of theatre arts through dance.	Creates a scene or tells a story through movement and/or shape sequences.
Grades 3-5	
7.1 Understand dance as a way of exploring other content areas.	
Focus:	
Develop an understanding of science concepts through dance.	Explores matter and energy (electricity, magnetism, simple machines, etc.). Explores animals through movement (habitats, defense mechanisms, adaptations, movement qualities, etc.). Discusses and explores body systems through movement.
Develop an understanding of mathematical concepts through dance.	Creates dances based on geometric forms and designs. Discusses the relationship between metered time and fractions. Demonstrates movements correlating to whole notes, half notes, quarter notes, and eighth notes.
Develop an understanding of social studies concepts through dance.	Creates map dances using knowledge of directions, pathways and map legends. Draws a map of his/her dance. Explores through dance how Native Americans and early settlers responded to changes of season and life (e.g. celebrations of planting, harvest, rites of passage, etc.).
Develop an understanding of language arts concepts through dance.	Interprets a story or poem through dance. Writes a review of an observed dance, following all of the steps of the writing process.

DANCE

GOAL 7: **The student will make appropriate connections between dance and other disciplines.**
(National Standard 7)

<table>
<tr><th>Objective</th><th>Implications for Learning and Teaching</th></tr>
<tr><td>Grades 3-5
7.1 Understand dance as a way of exploring other content areas.
Focus:</td><td></td></tr>
<tr><td>Develop an understanding of language arts concepts through dance. (continued)</td><td>Compares the writing process to the choreographic process. Discusses similarities and differences.
<table>
<tr><th><u>Choreographic Process</u></th><th><u>Writing Process</u></th></tr>
<tr><td>Brainstorming and improvisation</td><td>Brainstorming and research</td></tr>
<tr><td>Selecting and ordering movements</td><td>First draft</td></tr>
<tr><td>Revision</td><td>Revision</td></tr>
<tr><td>Rehearsal</td><td>Clarification and editing</td></tr>
<tr><td>Performance</td><td>Publishing/Sharing</td></tr>
<tr><td>Evaluation</td><td>Evaluation</td></tr>
</table></td></tr>
<tr><td>Develop an understanding of musical concepts through dance.</td><td>Creates a dance, using a musical structure (theme and variations, ABA, canon, rondo, etc.).
Creates a dance, superimposing different rhythmic accompaniment.</td></tr>
<tr><td>Develop and understanding of visual arts and design concepts through dance.</td><td>Creates a visual art work in response to a dance.
Creates a dance in response to a picture, sculpture or visual arts exhibit.</td></tr>
<tr><td>Develop an understanding of theatre arts through dance.</td><td>Demonstrates the difference between pantomiming a gesture and a dance based on a gesture.</td></tr>
</table>

DANCE

GOAL 7: **The student will make appropriate connections between dance and other disciplines.**
(National Standard 7)

Objective	Implications for Learning and Teaching
Grades 3-5	
7.2 Understand that the creative process is applicable to many content areas.	
Focus:	
Understand that writers, artists, scientists as well as dancers use the creative process in their work. This process includes the steps of brainstorming ideas, selecting and ordering material, revising and cleaning, presenting a finished product and evaluating the work.	Creates a dance, using all the steps of the creative process. Reads a story or observes a painting and discusses the process of its creation. Researches inventions of the 20th century. Creates a machine dance of an invention. Discusses the process an inventor might use.
Grades 3-5	
7.3 Understand the application of technology in dance.	
Focus:	
Understand that technology can be used as a research tool to develop ideas for choreography.	Gathers information through use of the Internet or CD-ROMs to create a dance about westward expansion or another topic in the curriculum.
Understand that technology can be used as a production tool in dance.	Creates a dance that uses slide projections or special light effects.

DANCE

GOAL 7: **The student will make appropriate connections between dance and other disciplines.**
(National Standard 7)

Objective	**Implications for Learning and Teaching**
Grades 6-8 7.1 Understand dance as a way of exploring other content areas. **Focus:**	
Explore and analyze concepts from various disciplines through dance.	Creates a dance that reveals an understanding of a concept or idea from another discipline.
Respond to a literary work or art form through dance.	Creates a dance to express a poem, story, painting, musical composition. (The intent may be thematic, rhythmic, emotional or literal.) Creates a literary work or other works of art to be responded to through dance. Utilizes words and visual art as a part of creating dance.
Create an interdisciplinary project using technology.	With the use of technology, researches and develops an interdisciplinary project based on two or more subject areas. Technology such as video, software, computers, audio, projectors might be part of the project.
Recognize common concepts in dance and other content areas (e.g. shape, pattern, symbolism).	Develops sequences based on shared concepts of dance and other content areas such as: pathways - map skills, shapes - symmetry, asymmetry, curved-angular, rhythms - patterns, meter - fractions, energy/movement quality - descriptors (adj. & adv.), energy - force (potential & kinetic).
Understand that the creative process is applicable to many content areas.	Analyzes the creative process of a specific content area and compares it to the choreographic process (e.g. writing and science).

DANCE

GOAL 7: **The student will make appropriate connections between dance and other disciplines.**
(National Standard 7)

Objective	Implications for Learning and Teaching
Grades 6-8 7.2 Understand the applications of technology to dance. **Focus:** Recognize the value of technology and the various ways it can be used in dance.	Identifies forms of technology that can be used in dance. Explores technology in dance as a research, production and choreographic tool. Creates a dance which employs technology. **TEACHER NOTE:** Technology can enhance the creative process and help prepare students for the future.
Grades 9-12 7.1 Understand dance as a way of exploring other content areas. **Focus:** Understand that the creative process is applicable to many content areas.	Creates an interdisciplinary project based on a theme including dance and two other disciplines. Invites classes to participate with dance in multidisciplinary lessons based on ideas, such as: Communication skills - create dances from parts of speech, story themes, poetry, rhythm. Physics- balance, force, weight-sharing, gravity, centripetal and centrifugal force. Foreign Language - Multicultural studies. Vocational -set design, costume, make-up, hair. Biology-anatomy and kinesiology. Math-geometry.

DANCE

GOAL 7: **The student will make appropriate connections between dance and other disciplines.**
(National Standard 7)

Objective	Implications for Learning and Teaching
Grades 9-12	
7.2 Understand the application of technology to dance.	Creates an interdisciplinary project using technology and dance. Uses the computer software available for choreography. Discusses how technology can reinforce, enhance or alter the dance idea.

DANCE

GOAL 8: **The student will understand dance as an art form with a range of opportunities for involvement.**

Objective	Implications for Learning and Teaching
Grades 6-8	**TEACHER NOTE**: This goal is intended to be implemented only in grades 6-12.
8.1 Develop an awareness of the various dance related professions.	
Focus:	
Identify and investigate various dance related professions.	Discusses, compares or records details of various dance related professions, including: training needed, length of training, salary, life span of profession, opportunities, and characteristics of work. Researches various dance related careers in small groups or partnerships and with the class discusses, compares and analyzes the options available to dancers. Utilizes available resources in the community (people, books, video). Dance related careers may include: dancer, choreographer, dance therapist, dance anthropologist, dance notator, dance historian, composer, costumer, lighting designer, critic, dance educator, etc.
Grades 9-12	
8.1 Understand dance as a vocation and profession.	
Focus:	
Acquire knowledge about the role of the dancer/choreographer in society.	Studies dances which reflect society. Expresses social issues, deals with emotions or makes a political statement such as: e.g. Ailey's "Revelations," Kurt Joos' "Green Table," Paul Taylor's "Company B."
Recognize the role of the dancer in society as an expressive artist, entertainer and creator of artistic values and accomplishments of civilization.	Identifies and/or explores careers related to dance in contemporary society. Relates the discipline of dance to other aspects of life.

DANCE GLOSSARY

AB. A two part compositional form with an A theme and a B theme; the binary form consists of two distinct, self-contained sections that share either a character or quality (such as the same tempo, movement quality, or style).

ABA. A three-part compositional form in which the second section contrasts with the first section. The third section is a restatement of the first section in a condensed, abbreviated, or extended form.

Abduction. The movement of a body part away from the midline.

Abstract. To remove movement from a particular or representative context and (by manipulating it through the elements of space, time, and force) create a new sequence or dance that retains the essence of the original.

Aesthetic criteria. Standards on which to make judgments about the artistic merit of a work of art.

Body shapes. The spatial contour the body makes such as curved, angular, twisted, or straight.

Canon. A musical or dance composition in which two or more parts recur, repeat, or interrelate with each other.

Choreographic Structure. The specific compositional forms in which movement is structured to create a dance, such as themes, variation, canon, aba, rondo, etc.

Choreography. The process of making a dance which involves the understanding of choreographic principles, processes, and structures.

Dynamics. The expressive content of human movement, sometimes called qualities, in particular, the way in which energy is used.

Effort Actions. Fundamental movements (slashing, gliding, pressing, wringing, floating, punching, flicking and dabbing) identified by Rudolph Laban. Each may be executed in a sustained or sudden manner and results from the concentration of exertion using weight, time, and space.

Energy. The amount of tension or stress of a movement; the flow and control of force. It is defined by the degrees of impetus and follow-through which are employed.

Extension. The act of straightening a limb or the position the limb assumes when straightened.

Flexion. A bending or folding movement in which the angle between the bone and surface decreases.

Flocking. A group activity that changes leaders as directions change.

General space. A defined area of space through which dancers can travel using all the available space. The area of space could include a dance studio, gym, or classroom.

Gesture. A movement of the body or a part of the body used to express and idea or emotion. Such movement could include a wave, handshake, head nod, shaking of the fist etc. Ritual gestures may include gestures that are part of ceremonies or functional gestures such as brushing teeth or washing clothes.

Hyperextension. Extreme extension of a limb or a part; ex. sway-back knees.

Improvisation. Movement that is created spontaneously, occurring within free or highly structured environments, but always with an element of chance. Provides the dancer with the opportunity to bring together elements quickly, and requires focus and concentration. Improvisation can be instant and simultaneous choreography and performance.

Interdisciplinary dance project. A dance experience that explores specific dance concepts and related concepts from other subject areas or disciplines.

Kinesthetic awareness. The ability of the body's sensory organs in the muscles, tendons, and joints to respond to stimuli while dancing or viewing a dance.

Labanotation. A symbolic notation for recording human and animal movement developed by Rudolph Laban.

Levels. The height of the dancer in relation to the floor. Levels in space are referred to as high middle, and low.

Locomotor movement. Movement that travels from place to place, usually identified by weight transference on the feet. Basic locomotor steps are the walk, run, leap, hop, and jump and the irregular rhythmic combinations of the skip, slide and gallop.

Movement quality. The identifying attributes created by the release, follow-through, and termination of energy, which are key to making movement become dance. Typical terms denoting qualities include sustained, percussive, collapse, and vibratory. It also includes the effort actions created by specific combinations of space, time, and energy, such as float, dab, punch, and glide, press, flick, slash and wring developed by Rudolf Laban.

Movement phrase. Dance sequences that have a sense of completion.

Movement theme. A complete idea in movement that is manipulated and developed within a dance.

Negative Space. The empty or open space created when a shape is made by the body.

Nonlocomotor/axial movement. Any movement that occurs in one location in space using the available space in any direction or movement organized around the axis of the body rather than designed for travel from one location to another. Bending, twisting, stretching, and swinging are examples of axial movement.

Pathway. The path traced as movement proceeds through space. A pathway may be either on the floor or through the air and is constructed of straight and/or curved lines.

Personal space. The "space bubble" or the kinesphere that one occupies; it includes all levels, planes, and directions both near and far from the body's center.

Phrase. A brief sequence of related movements that have a sense of rhythmic completion.

Positive Space. The filled space created by the body when a shape is made in space.

Rhythmic acuity. The kinesthetic, auditory recognition of and response to various complex time elements.

Rondo. A form based on alternation between a repeated section (A) and contrasting episodes (B and/or C), ex. ABACABA.

Rotation. The pivoting of a bone on its axis (internal - toward the body midline; external - away from the body midline).

Style. A distinctive manner of moving; the characteristic way dance is done, created, or performed that identifies the dance of a particular performer, choreographer, or period.

Tempo. The speed of a movement such as fast or slow.

Theme and Variations. A form in which an initial theme is established and then followed by variations. The variations are excursions from or alternative treatments of this basic theme without altering its essential character.

Time. The quality of movement dealing with speed, tempo, rhythm and duration of an action or phrase.

Venn diagram. A graphic method of employing circles or ellipses to represent relations in logic between and operations on classes and the terms of propositions by inclusion, exclusion, or intersection of these figures and by the use of shading to indicate empty areas, crosses for filled areas and blank spaces for those that may be either.

Warm-up. Movements and/or movement phrases designed to raise the core body temperature, move the body through a preparatory range of movement, and bring the mind into focus for the dance

MUSIC K-12

PURPOSE AND OVERVIEW

Purpose

Music in the public schools:

- develops perception, observation, communication and the creative process.
- strengthens the understanding of mathematics and the ability to read and write.
- is a sequential, discipline-based program.
- nurtures and utilizes a wide range of thinking skills in creation and performance.
- integrates many elements of study and knowledge of music, other art forms, other curriculum areas and related use of technology.
- helps students to understand their own and other cultures.
- increases self-discipline and control of the emotions in thinking and action.
- expands aesthetic comprehension and the ability to critique effectively.
- provides opportunities for social development and interaction with others.
- aids in learning to adapt to and respect others' diverse ways of thinking, working and expressing themselves.
- enhances problem-recognition and problem-solving abilities and the ability to consider and adopt alternative solutions.
- encourages students to expand their understandings and horizons.
- helps students to become knowledgeable consumers of music.

Grades K-2

Creating, responding to, and performing music are the fundamental music processes in which humans engage. Students in Grades K-2 learn primarily by doing. Singing, playing instruments, moving to music and creating music enable them to acquire musical skills, knowledge and attitudes that can be developed in no other way.

Grades 3-5

In Grades 3-5, these capabilities, along with learning to read and notate music gives students the skills with which to explore music independently and with others. Listening to, analyzing, and evaluating music are also important building blocks of musical learning. Moreover, to participate fully in a culturally diverse, global society, students must understand their own historical and cultural heritage and those of others within and beyond their communities. Because music is a basic expression of human culture, every student should have access to a balanced, comprehensive, and sequential program of study in music.

Grades 6-8

Students' musical development is especially critical in Grades 6-8. The music they perform or study often becomes an integral part of their personal musical repertoire. Composing and improvising provide students with unique insight into the form and structure of music and at the same time help them to develop their creativity. Extensive experiences with a variety of music are necessary if students are to make informed musical judgments. Similarly, this breadth of background enables them to begin to understand the connections and relationships between music and other disciplines. By understanding the cultural and historical forces that shape social attitudes and behaviors, students are better prepared to live and work in communities that are increasing in cultural diversity. The role that music will play in students' lives depends in large measure on the level of skills they achieve in creating, performing, and listening to music.

Grades 9-12

The study of music contributes in important ways to the quality of every student's life. Every musical work is a product of its time and place, although some works transcend their original settings and continue to appeal to humans through their timeless and universal attraction. In Grades 9-12, the student's increasing maturity and skill development in singing, playing instruments, and composing, provides for more creative expression, while a knowledge of notation and performance traditions enables the learning of new music independently throughout life. Skills in analysis, evaluation, and synthesis are important because they enable students to recognize and pursue excellence in musical experiences and to understand and enrich their own environment. Since music is an integral part of human history, the ability to listen with understanding is essential if students are to gain a broad cultural and historical perspective. The adult life of every student is enriched by the attitudes, skills and habits developed and knowledge gained through the study of music.

Comprehensive nature of program

Every aspect of music study, including performance courses, should provide instruction in creating, performing, listening to, and analyzing music, in addition to focusing on specific subject matter. Additionally, the K-12 program should make appropriate connections with other areas of the curriculum to strengthen the student's overall understanding of both music and general knowledge. **The program should especially address the student's ability to read, write and understand mathematical concepts.** Throughout this age span, direct attention should be given to the development of a breadth of thinking and social skills and to the student's understanding of the ways in which these skills relate to other areas of the curriculum and to preparation for adult life.

The intent of both the National Standards and the North Carolina Course of Study in Music is that a comprehensive understanding of music as indicated in each of the goals be developed for each student throughout the curriculum.

It is anticipated that students will have appropriate experiences in both singing and playing, along with improvisation, composition, analysis, and evaluation in all areas of music study, including Band, Chorus, Orchestra, or General Music. However, **the degree of emphasis placed on each component** may vary, depending upon the specific objectives of the course curriculum. The intent of this document is to describe a thirteen-year program (K-12) which would result from effective instruction each year. Because few students are able to have such a consistent experience, it is likely that individuals may be at different points along this continuum. However, this program of study should provide the means to determine where they are and what studies they will need to pursue to achieve a quality music education.

Relationships with other areas of the curriculum

It is also intended that music study will include the understanding of relationships between music, the other arts, and disciplines outside the arts. The student will also be expected to understand music in relation to history and culture. The development of the students' ability to make informed decisions as a consumer of music is also an intrinsic part of this area.

The comprehensiveness of this program is a departure from previous approaches which primarily stressed performance. Performance is an important aspect of music study, but cannot substitute for the students' development of the creative process and of broader integrated experiences and understandings. It is vital that experience with music of varied world cultures and varied historical periods, along with the development of thinking and social skills also be included. This program of study is designed to develop a musically literate citizen.

MUSIC K-12

PROGRAM GOALS

Goal 1: **The student will sing, alone and with others, a varied repertoire of music.**
(National Standard 1)

Goal 2: **The student will perform on instruments, alone and with others, a varied repertoire of music.**
(National Standard 2)

Goal 3: **The student will improvise melodies, variations, and accompaniments**
(National Standard 3)

Goal 4: **The student will compose and arrange music within specific guidelines.**
(National Standard 4)

Goal 5: **The student will read and notate music.**
(National Standard 5)

Goal 6: **The student will listen to, analyze, and describe music.**
(National Standard 6)

Goal 7: **The student will evaluate music and music performances.**
(National Standard 7)

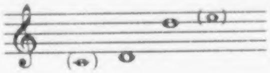
Goal 8: **The student will understand relationships between music, the other arts, and disciplines outside the arts.**
(National Standard 8)

Goal 9: **The student will understand music in relation to history and culture.**
(National Standard 9)

Goal 10: **The student will demonstrate the ability to make informed decisions as a consumer of music.**

MUSIC

GOAL 1: **The student will sing, alone and with others, a varied repertoire of music.** (National Standard 1)

Objective	**Implications for Learning and Teaching**
Grades K-2	* = term explained in glossary - Appendix A. Bold-faced words enclosed in [ ] are thinking and social skills. **GENERAL COMMENT:** Vocal accuracy at this age is developing at individual rates and is related to pitch perception. It is important to provide accurate models at appropriate pitch levels. A typical range for this age is  It is important to avoid *tessituras that lie around Middle C.
Grades K-2 1.1 Demonstrate understandings, sensitivities and skills in singing. **Focus:**	
Understand the differences between the speaking, whispering and singing voices and use them in improvised compositions.	Participates in sound/vocal exploration activities. *Improvises brief compositions using different voice types: speaking, whispering and singing. **[*Analyzing]** Demonstrates recognition of speaking, whispering, and singing voices with verbal and/or pictorial labels. **[*Representing]** Demonstrates use of the speaking, whispering, and singing voices using appropriate child voice qualities (*timbre). **TEACHER NOTE**: Avoid overuse of the whispering voice.
Develop the ability to sing independently.	Sings independently, on pitch and in rhythm. **TEACHER NOTE**: Avoid overuse of song recordings, piano accompaniment, and/or student-played accompaniments so students can develop as independent singers. Sings with and without accompaniment.

MUSIC

GOAL 1: **The student will sing, alone and with others, a varied repertoire of music.** (National Standard 1)

Objective	**Implications for Learning and Teaching**
Grades K-2	
1.1 Demonstrate understandings, sensitivities and skills in singing. (Continued)	
Focus:	
Understand the importance of achieving different degrees of dynamic control.	Sings at various *dynamic levels.
Understand the effect of varied tempos on the music.	Sings at various tempos.
Recognize the need for a variety of articulations to increase the interest of the music.	Demonstrates a range of *articulations (*legato, *staccato, *accents, etc.).
Understand the meaning of cues given by the conductor.	Responds to *cues of a conductor.
Grades K-2	
1.2 Demonstrate appropriate vocal practices.	
Focus:	
Understand the importance of posture for the singing mechanism.	Sings using appropriate posture while standing or sitting.
Utilize effective tone production.	Demonstrates recognition of appropriate child voice qualities through imitation.
	Improvises brief compositions using appropriate child voice qualities.
	Sings using appropriate child voice qualities.
Understand that balance is important to achieve effective group work.	Demonstrates an understanding of balance by equalizing the volume of his/her voice to that of the group. **[*Integrating]**
Recognize the importance of effective diction to convey meaning.	Sings so that the words can be understood.

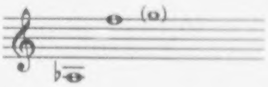
MUSIC

GOAL 1: The student will sing, alone and with others, a varied repertoire of music. (National Standard 1)

Objective	**Implications for Learning and Teaching**
Grades K-2 1.2 Demonstrate appropriate vocal practices. (Continued) **Focus**:	
Understand the importance of caring for the voice.	Demonstrates the use of appropriate child voice qualities. **TEACHER NOTE**: Avoid overuse of the whispering and shouting voices. **Forced singing is vocally unhealthy.**
Grades K-2 1.3 Show appreciation for the efforts of others. **Focus:**	
Recognize the need for careful listening.	Listens attentively while others sing.
Develop the ability to work with others.	Cooperates with others in singing.
Understand the need for a positive approach in critiquing performance.	Verbalizes positively about other students' efforts. **[Analyzing]**
Grades K-2 1.4 Sing a varied repertoire of songs. **Focus:**	
Recognize the importance of music representing diverse cultures and styles.	Sings songs from diverse cultures. Sings in a variety of authentic styles (lullaby, folk and patriotic songs, etc.). Sings in *unison. Sings *call and response. Sings arrangements and compositions created by self and others.

MUSIC

GOAL 1: **The student will sing, alone and with others, a varied repertoire of music.** (National Standard 1)

Objective	Implications for Learning and Teaching
Grades 3-5	* = term explained in glossary - Appendix A. Bold-faced words enclosed in [ ] are thinking and social skills. **GENERAL COMMENT:** Vocal accuracy at this age is developing at individual rates and is related to pitch perception. It is important to provide accurate models at appropriate pitch levels. Male voices may begin to change at this age, enabling them to sing some of the lower pitches. A typical range for this age is  It is important to avoid *tessituras that lie around Middle C.
Grades 3-5 1.1 Demonstrate understandings, sensitivities and skills in singing. **Focus:**	
Understand the differences between the speaking, whispering and singing voices and use them in improvised compositions.	*Improvises brief compositions using different voice types: speaking, whispering, and singing. **[Analyzing]** Sings with appropriate child voice quality (timbre).
Develop the ability to sing independently.	Sings independently, on pitch and in rhythm. Sings with and without accompaniment. **TEACHER NOTE**: Avoid overuse of song recordings, piano accompaniment, and/or student-played accompaniments so students can develop as independent singers.
Understand the importance of achieving different degrees of dynamic control.	Sings at various *dynamic levels (*_p_, *_mp_, *_mf_, *_f_), alone and with others.
Recognize the need for blending voices in a group.	Blends vocal *timbres.
Understand the effect of varied tempos on the music.	Demonstrates ability to sing at different tempos.

MUSIC

GOAL 1: **The student will sing, alone and with others, a varied repertoire of music.** (National Standard 1)

Objective	**Implications for Learning and Teaching**
Grades 3-5 1.1 Demonstrate understandings, sensitivities and skills in singing. (Continued) **Focus:**	
Recognize the need for a variety of articulations to increase the interest of the music.	Demonstrates a range of *articulations (legato, staccato, marcato, accents, etc.).
Understand the meaning of cues given by the conductor.	Responds to *cues of a conductor.
Grades 3-5 1.2 Demonstrate appropriate vocal practices. **Focus**:	
Understand the importance of posture for the singing mechanism.	Sings using appropriate posture while standing or sitting.
Utilize effective tone production.	Demonstrates recognition of differences between the *head and *chest registers (*light and *heavy mechanism). Demonstrates use of head register by singing with appropriate vocal quality. **TEACHER NOTE:** Singing materials should be chosen which have vocal ranges suitable for changing voices and which facilitate development and appropriate use of both the head and chest registers.
Understand that balance is important to achieve effective group work.	Demonstrates the need for balance by equalizing the volume of his/her voice to that of the group. **[*Integrating]**
Recognize the importance of effective diction to convey meaning.	Sings with proper *pronunciation and *enunciation so that the words can be understood.
Understand the importance of caring for the voice.	**TEACHER NOTE**: Encourage the use of developmentally-appropriate voice qualities. **Forced singing is vocally unhealthy**.

MUSIC

GOAL 1: **The student will sing, alone and with others, a varied repertoire of music.**
(National Standard 1)

Objective	Implications for Learning and Teaching
Grades 3-5 1.3 Show appreciation for the efforts of others. **Focus:**	
Recognize the need for careful listening.	Listens attentively while others sing.
Develop the ability to work with others.	Cooperates with others in singing.
Understand the need for a positive approach in critiquing performance.	Verbalizes positively about other students' work. **[Analyzing]**
Grades 3-5 1.4 Sing a varied repertoire of choral music. **Focus:**	
Recognize the importance of music representing diverse cultures and styles.	Sings songs from diverse cultures, including dialects and languages other than English. Sings in a variety of authentic styles (folk and patriotic songs, etc.). Sings in *unison. Sings *call and response.
Interact with others in varied ways.	Sings in *harmony, using *ostinatos, *partner songs, rounds, *descants, and *two-part songs.

GOAL 1: **The student will sing, alone and with others, a varied repertoire of music.** (National Standard 1)

Objective	Implications for Learning and Teaching
Grades 6-8	* = term explained in glossary - Appendix A. Bold-faced words enclosed in [ ] are thinking and social skills. **GENERAL COMMENT:** The vocal mechanism at this age is developing and changing at individual rates. A limited range is common, especially in male voices. The female voice is especially prone to breathiness at this age. For more information on the adolescent voice, see **TEACHING KIDS TO SING,** pp. 55-64. (Bibliography, Appendix B)
Grades 6-8 1.1 Demonstrate understandings, sensitivities and skills in singing. **Focus:**	
Determine appropriate voice quality.	Sings with *developmentally-appropriate voice quality.
Develop the ability to sing independently.	Sings independently, on pitch and in rhythm. Sings with and without accompaniment. **TEACHER NOTE**: Avoid overuse of song recordings, piano accompaniment and/or student accompaniments so students can develop as independent singers. Sings some songs from memory.
Understand the importance of achieving different degrees of dynamic control.	Maintains appropriate voice quality while singing at varied *dynamic levels indicated by the music and/or the conductor.
Recognize the need for blending voices in a group.	Blends vocal *timbre.
Understand the effect of varied tempos on the music.	Sings at various *tempos. Demonstrates an awareness of tempo variations.
Recognize the need for a variety of articulations to increase the interest of the music.	Demonstrates a range of *articulations (*legato, *staccato, *marcato, accents, etc.).
Understand the meaning of cues given by the conductor.	Responds to the *cues of the conductor.

GOAL 1: **The student will sing, alone and with others, a varied repertoire of music.** (National Standard 1)

Objective	Implications for Learning and Teaching
Grades 6-8 1.1 Demonstrate understandings, sensitivities and skills in singing. (Continued) **Focus:**	
Understand scale structure.	Sings major and minor *scales.
Recognize the need for effective phrasing to convey meaning of the music.	Demonstrates an understanding of *phrasing.
Grades 6-8 1.2 Demonstrate appropriate vocal practices. **Focus**:	
Understand the importance of posture for the singing mechanism.	Sings using appropriate posture while standing or sitting. **TEACHER NOTE:** Appropriate seated posture includes feet flat on the floor, sitting on front edge of the chair, chest up and shoulders relaxed, the back straight but not rigid, music held up to maintain eye contact with the music and conductor, head erect but level, chin not jutted out, and jaw and throat relaxed. When standing, care should be taken to see that the knees are not locked and that the weight is balanced on both feet. When singing from memory, the arms and hands should be relaxed and by the side.
Utilize effective tone production.	Demonstrates recognition of differences between the *head and *chest registers. (*light and *heavy mechanism). Demonstrates use of the head and chest registers by singing with appropriate vocal quality. **TEACHER NOTE:** Singing materials should be chosen to develop the full vocal range of students at this age. Demonstrates recognition of voice classifications (child-treble, *cambiata, adult-*soprano, *alto, *tenor and *bass).

MUSIC

GOAL 1: The student will sing, alone and with others, a varied repertoire of music.
(National Standard 1)

Objective	**Implications for Learning and Teaching**
Grades 6-8 1.2 Demonstrate appropriate vocal practices. (Continued) **Focus**:	
Utilize effective tone production.	Demonstrates good *breath control throughout the singing range.
Recognize need for accurate singing.	Sings accurately (correct notes, *intonation, rhythm, etc.).
Understand that balance is important to achieve effective group work.	Demonstrates an understanding of balance by equalizing the volume of own voice to that of the group.
Recognize the importance of effective diction to convey meaning.	Sings with proper *pronunciation and *enunciation so that the words can be understood.
Understand the importance of caring for the voice.	**TEACHER NOTE**: Encourage the use of developmentally-appropriate voice qualities. **Forced singing is vocally unhealthy**. Assumes own responsibility for care of the voice. . uses appropriate breath support at all times (speaking, shouting, cheering, etc.). . is aware of the effects of nutrition and the environment on the voice (caffeine, dairy products, smoking, etc.). Assumes own responsibility for preparation of the voice for performance.

GOAL 1: **The student will sing, alone and with others, a varied repertoire of music.** (National Standard 1)

Objective	Implications for Learning and Teaching
Grades 6-8	
1.3 Show appreciation for the efforts of others.	
Focus:	
Recognize the need for careful listening.	Listens attentively while others sing.
Develop the ability to work with others.	Cooperates with others in singing.
Understand the need for a positive approach in critiquing performance.	Verbalizes about positive qualities of other students' work. **[Analyzing]**
	TEACHER NOTE: It is important to make students aware of the changes occurring in the voice at this stage of development and to encourage them to be sensitive to the frustrations of other students during this transition period.
Grades 6-8	
1.4 Sing a varied repertoire of choral music.	
Focus:	
Recognize the importance of music representing diverse cultures and styles.	Sings songs from various periods and diverse cultures, including dialects and languages other than English.
	Sings in a variety of authentic styles.
Interact with others in varied ways.	Sings in *unison and in two or more parts.
	TEACHER NOTE: Some students at this level may be ready to pursue singing solo repertoire.
Demonstrate expressive singing.	Sings with expression and technical accuracy.
	Sings with *phrasing appropriate to the music.

MUSIC

GOAL 1: **The student will sing, alone and with others, a varied repertoire of music.**
(National Standard 1)

Objective	**Implications for Learning and Teaching**
Grades 9-12	* = term explained in glossary - Appendix A. Bold-faced words enclosed in [ ] are thinking and social skills. **GENERAL NOTE**: A variety of choral offerings at this level allows students to participate at their ability and interest levels. These may include large and small ensembles, such as mixed chorus, girls' chorus, boys' chorus, show choir, madrigal singers, concert choir, and other groupings.
Grades 9-12 1.1 Demonstrate understandings, sensitivities and skills in singing. **Focus:** Determine appropriate voice quality. Develop the ability to sing independently.	Sings with *developmentally-appropriate voice quality. Sings independently, on *pitch and in *rhythm. Sings with and without accompaniment (*a cappella). **TEACHER NOTE**: Avoid overuse of song recordings, piano accompaniment and/or student accompaniments so students can develop as independent singers.

MUSIC

GOAL 1: **The student will sing, alone and with others, a varied repertoire of music.** (National Standard 1)

Objective	**Implications for Learning and Teaching**
Grades 9-12	
1.1 Demonstrate understandings, sensitivities and skills in singing.	
Focus:	
Understand the importance of achieving different degrees of dynamic control.	Maintains appropriate voice quality while singing at varied *dynamic levels indicated by the music and/or the conductor.
Recognize the need for blending voices in a group.	Blends vocal *timbre.
Understand the effect of varied tempos on the music.	Sings at various *tempos. Demonstrates an awareness of tempo variations.
Recognize the need for a variety of articulations to increase the interest of the music.	Demonstrates a range of *articulations (*legato, *staccato, *marcato, *accents, *sforzando, *tenuto, etc.).
Understand the meaning of cues given by the conductor.	Responds to the *cues of the conductor.
Demonstrate the capability to memorize music.	Sings some songs from memory. **[*Recalling]**
Understand scale structure.	Sings scales (major, minor, chromatic, etc.).
Recognize the need for effective phrasing to convey meaning of the music.	Demonstrates an understanding of *phrasing.

MUSIC

GOAL 1: **The student will sing, alone and with others, a varied repertoire of music.** (National Standard 1)

Objective	**Implications for Learning and Teaching**
Grades 9-12 1.2 Demonstrate appropriate vocal practices. **Focus**:	
Understand the importance of posture for the singing mechanism.	Sings using appropriate posture while standing or sitting. **TEACHER NOTE:** Appropriate seated posture includes feet flat on the floor, sitting on front edge of the chair, chest up and shoulders relaxed, the back straight but not rigid, music held up to maintain eye contact with the music and conductor, head erect but level, chin not jutted out, and jaw and throat relaxed. When standing, care should be taken to see that the knees are not locked and that the weight is balanced on both feet. When singing from memory, the arms and hands should be relaxed and by the side.
Utilize effective tone production.	Demonstrates recognition of differences between the *head, *falsetto and *chest registers (*light and *heavy mechanism). Demonstrates use of the head register by singing with appropriate vocal quality. **TEACHER NOTE:** Singing materials should be chosen to develop the full vocal range of students at this age. Encourage the exploration and development of *falsetto. Demonstrates recognition of voice classifications (child-treble, *cambiata, adult-*soprano, *alto, *tenor and *bass). Demonstrates good *breath control throughout the singing range.

MUSIC

GOAL 1: **The student will sing, alone and with others, a varied repertoire of music.** (National Standard 1)

Objective	**Implications for Learning and Teaching**
Grades 9-12 1.2 Demonstrate appropriate vocal practices. (Continued) **Focus**:	
Recognize need for accurate singing.	Sings accurately (correct notes, *intonation, *rhythm, etc.).
Understand that balance is important to achieve effective group work.	Demonstrates an understanding of *balance by equalizing the volume of his/her voice to that of the group.
Recognize the importance of effective diction to convey meaning.	Sings with proper *pronunciation and *enunciation so that the words can be understood.
Understand the importance of caring for the voice.	**TEACHER NOTE**: Encourage the use of developmentally-appropriate voice qualities. **Forced singing is vocally unhealthy**. Assumes own responsibility for care of the voice. . uses appropriate breath support at all times (speaking, shouting, cheering, etc.). . is aware of the effects of nutrition and the environment on the voice (caffeine, dairy products, smoking, etc.). Assumes own responsibility for preparation of the voice for performance.
Grades 9-12 1.3 Show appreciation for the efforts of others. **Focus:**	
Recognize the need for careful listening.	Listens attentively while others sing.
Develop the ability to work with others.	Cooperates with others in singing.
Understand the need for a positive approach in critiquing performance.	Verbalizes about positive qualities of other students' work. **[Analyzing]**

GOAL 1: **The student will sing, alone and with others, a varied repertoire of music.** (National Standard 1)

Objective	Implications for Learning and Teaching
Grades 9-12 1.3 Show appreciation for the efforts of others. (Continued)	**TEACHER NOTE**: It is important to make students aware of the changes occurring in the voice at this stage of development and to encourage them to be sensitive to the frustrations of other students.
Grades 9-12 1.4 Sing a varied repertoire of choral music. **Focus:**	
Recognize the importance of music representing diverse cultures and styles.	Sings songs from diverse cultures, including dialects and languages other than English. Sings in a variety of authentic styles. Sings music from varied time periods (Renaissance, Classical, Romantic, Contemporary, etc.). Sings in *unison and in two, three, four or more parts.
Demonstrate expressive singing.	Sings with *phrasing appropriate to the music. **TEACHER NOTE**: Students at this level should be encouraged to pursue singing solo repertoire. Sings literature with a level of difficulty of 4 on a scale of 1 to 6 (except in beginning classes). **TEACHER NOTE:** Four is an average level of difficulty for this grade level. Well-established choral programs may also include work at a difficulty level of 5 and possibly 6.

MUSIC

GOAL 2: **The student will perform on instruments, alone and with others, a varied repertoire of music.**
(National Standard 2)

Objective	**Implications for Learning and Teaching**
Grades K-2	* = term explained in glossary - Appendix A. Bold-faced words enclosed in [ ] are thinking and social skills.
2.1 Demonstrate understandings, sensitivities and skills in playing instruments.	
Focus:	
Develop the ability to maintain steady pulse when performing.	Accompanies songs with appropriate classroom instruments. **[*Analyzing]** Plays with steady *pulse. **TEACHER NOTE:** Conscious study of *meter should not begin until the students can maintain a steady pulse.
Understand the function of *iconic and *symbolic notation.	Plays rhythm patterns presented in *iconic or *symbolic form. **[*Analyzing]** Plays melodies either by rote or in response to *icons and/or symbols representing repeated notes, steps, skips and leaps. Plays melodies in major keys which return to a *home tone.
Demonstrate understanding and use of *ostinatos.	Plays *ostinatos to accompany melodies.
Understand the effect of varied tempos on the music.	Plays at various tempos.
Understand the importance of achieving different degrees of dynamic control.	Plays at various dynamic levels.
Demonstrate understanding of simple form structures in performance.	Plays music with repetition and contrast. Plays music having distinct *phrases and sections.
Understand the meaning of cues given by the conductor.	Responds to *cues of a conductor.

GOAL 2: **The student will perform on instruments, alone and with others, a varied repertoire of music.**
(National Standard 2)

Objective	Implications for Learning and Teaching
Grades K-2	
2.2 Demonstrate understandings, sensitivities, and skills through appropriate instrumental practices.	
Focus:	
Understand the importance of posture for effective playing.	Plays with appropriate posture while standing or sitting.
Utilize effective *tone production.	Demonstrates appropriate tone production for student -made and/or classroom percussion instruments.
Understand that *balance is important to achieve effective group work.	Demonstrates an understanding of balance by equalizing the volume of his/her instrument to that of the group. **[*Integrating]**
Recognize the importance of caring properly for instruments.	Demonstrates proper care of classroom and/or band/orchestra instruments.
Understand that each instrument has a proper playing position.	Plays instrument with attention to proper position.
Recognize the need for a variety of articulations to increase the interest of the music.	Demonstrates varied articulations while playing (legato, staccato, marcato, accents, etc.).
Grades K-2	
2.3 Show appreciation for the efforts of others.	
Focus:	
Recognize the need for careful listening.	Listens attentively while others play.
Develop the ability to work with others.	Cooperates with others in playing.
Understand the need for a positive approach in critiquing performance.	Verbalizes positively about other students' efforts. **[*Analyzing]**

MUSIC

GOAL 2: The student will perform on instruments, alone and with others, a varied repertoire of music.
(National Standard 2)

Objective	**Implications for Learning and Teaching**
Grades K-2	
2.4 Play a varied repertoire.	
Focus:	
Recognize the importance of music representing diverse cultures and styles.	Plays instruments from diverse cultures.
	Plays in a variety of authentic styles.
	Echoes short rhythms and melodic patterns. **[Analyzing]**
	Plays arrangements and compositions created by him/herself and/or others.
Grades 3-5	* = term explained in glossary - Appendix A. Bold-faced words enclosed in [ ] are thinking and social skills.
2.1 Demonstrate understandings, sensitivities and skills in playing instruments.	
Focus:	
Develop the ability to maintain steady pulse when performing.	Plays with steady *pulse.
	Plays *counter melodies, *descants and accompaniments to songs with appropriate classroom instruments. **[*Analyzing]**
Understand the function of *iconic and *symbolic notation.	Plays rhythm patterns presented in *iconic or *symbolic form. **[*Analyzing]**
	Plays melodies either by rote or in response to *icons and/or symbols representing repeated notes, steps, skips and leaps.
Demonstrate understanding and use of *ostinatos.	Plays *ostinatos to accompany melodies.
Understand concept of key in relation to scales.	Plays melodies in major, minor and pentatonic keys which return to a *home tone.
	Performs easy *chords and *arpeggios.

MUSIC

GOAL 2: **The student will perform on instruments, alone and with others, a varied repertoire of music.**
(National Standard 2)

Objective	Implications for Learning and Teaching
Grades 3-5	
2.1 Demonstrate understandings, sensitivities and skills in playing instruments. (Continued)	
Focus:	
Understand the effect of varied tempos on the music.	Maintains constant tempo while playing. Plays at various tempos.
Understand the importance of achieving different degrees of dynamic control.	Plays at various*dynamic levels (**p, *mp, *mf, *f*), alone and with others.
Understand concept of meter.	Plays compositions in *meters of 2, 3, and 4.
Demonstrate understanding of form and structural elements in performance.	Plays music having distinct phrases and sections. Plays music with repetition and contrast. Plays music in *AB, *ABA, and *rondo form.
Understand the meaning of conductor cues.	Responds to *cues of a conductor.
Grades 3-5	
2.2. Demonstrate understandings, sensitivities and skills through appropriate instrumental practices.	
Focus:	
Understand the importance of posture for effective playing.	Plays with appropriate posture while standing or sitting.
Utilize effective *tone production.	Demonstrates appropriate tone production for student-made and/or classroom instruments, recorder, and/or band or orchestral instruments studied.
Understand that *balance is important to achieve effective group work.	Demonstrates an understanding of balance by equalizing the volume of his/her instrument to that of the group. **[*Integrating]**

GOAL 2: The student will perform on instruments, alone and with others, a varied repertoire of music.
(National Standard 2)

Objective	Implications for Learning and Teaching
Grades 3-5 2.2. Demonstrate understandings, sensitivities and skills through appropriate instrumental practices. (Continued) **Focus**:	
Recognize the importance of caring properly for instruments.	Demonstrates proper care of classroom and/or band/orchestra instruments.
Understand that each instrument has a proper playing position.	Plays instrument with attention to proper position.
Recognize the need for a variety of articulations to increase the interest of the music.	Demonstrates varied *articulations while playing (*legato, *staccato, *marcato, *accents, etc.).
Grades 3-5 2.3 Show appreciation for the efforts of others. **Focus**:	
Recognize the need for careful listening.	Listens attentively while others play.
Develop the ability to work with others.	Cooperates with others in playing.
Understand the need for a positive approach in critiquing performance.	Verbalizes positively about other students' efforts. **[Analyzing]**

GOAL 2: The student will perform on instruments, alone and with others, a varied repertoire of music.
(National Standard 2)

Objective	**Implications for Learning and Teaching**
Grades 3-5 2.4 Play a varied repertoire. **Focus**:	
Perform music representing diverse cultures and styles.	Plays instruments from diverse cultures. Plays in a variety of authentic styles. Performs arrangements and compositions created by him/herself and/or others.
Demonstrate ability to play independently.	Plays independent instrumental parts while others sing or play contrasting parts. Plays melodic and rhythm patterns as an echo.
Grades 6-8	*= term explained in glossary - Appendix A. Bold-faced words enclosed in [ ] are thinking and social skills. **GENERAL NOTE:** For more detailed information on specific grade by grade skills and indicators for wind and percussion instruments, see the **Band Curriculum Guide** (Bibliography, Appendix B). For additional information concerning stringed instruments, see **The Complete String Guide** and **TIPS: Establishing a String and Orchestra Program** (Bibliography, Appendix B).

GOAL 2: The student will perform on instruments, alone and with others, a varied repertoire of music.
(National Standard 2)

Objective	Implications for Learning and Teaching
Grades 6-8 2.1 Demonstrate understandings, sensitivities and skills in playing instruments. **Focus**:	
Demonstrate ability to play independently.	Plays independently, on pitch and in rhythm. Plays alone and with the group.
Understand the importance of achieving different degrees of dynamic control.	Maintains characteristic sound of the instrument while playing at various dynamic levels indicated by the music and/or the conductor.
Recognize need to blend timbre of instrument to work effectively in a group.	Blends instrumental •timbres.
Understand the effect of varied tempos on the music.	Plays at various •tempos. Executes tempo changes effectively alone and with the group.
Understand the meaning of conductor cues.	Responds to the cues of the conductor.
Understand construction and use of scales and arpeggios.	Plays •major, •minor and •chromatic •scales. Plays •tonic arpeggio for major and minor scales.
Demonstrate understanding of phrasing.	Performs with expressive phrasing.
Understand techniques need to memorize music.	Verbalizes memorization techniques.
Demonstrate ability to play from memory.	Plays from memory. **[•Recalling]**
Demonstrate ability to play by ear.	Plays •by ear simple melodies and/or rhythm patterns.

MUSIC

GOAL 2: **The student will perform on instruments, alone and with others, a varied repertoire of music.**
(National Standard 2)

Objective	**Implications for Learning and Teaching**
Grades 6-8	
2.2 Demonstrate understandings, sensitivities, and skills through appropriate instrumental practices.	
Focus:	
Understand the importance of posture for effective playing.	Plays with appropriate posture while standing or sitting. **TEACHER NOTE:** It is imperative that attention be given to the development of posture appropriate for each instrument.
Utilize effective *tone production.	Plays with *developmentally-appropriate tone quality. **TEACHER NOTE:** In evaluating tone quality for wind instrument players, consideration needs to be given to mouthpiece selection, *embouchure formation and/or reed selection. For orchestral strings, bow control (bow speed and pressure applied to bow stick) and/or bow selection are key determinants. For percussion instruments, implement selection is critical.
Understand that *balance is important to achieve effective group work.	Demonstrates good breath support and control (wind instruments). Demonstrates an understanding of balance by equalizing the volume of his/her instrument to that of the group. **[*Integrating]**
Recognize the importance of caring properly for instruments.	Demonstrates proper care of classroom and/or band/orchestra instruments.
Understand that each instrument has a proper playing position.	Plays instrument with attention to proper position.
Recognize the need for a variety of articulations to increase the interest of the music.	Demonstrates varied *articulations while playing (e.g. *legato (including *slurring), *staccato, *marcato, *accents, etc.).
Develop and apply an awareness of intonation and accuracy in performance.	Plays accurately (correct notes, *intonation, rhythm, etc.). Demonstrates the ability to tune his/her own instrument.

GOAL 2: The student will perform on instruments, alone and with others, a varied repertoire of music.
.(National Standard 2)

Objective	Implications for Learning and Teaching
Grades 6-8	
2.3 The student will show appreciation for the efforts of others.	
Focus:	
Recognize the need for careful listening.	Listens attentively while others play.
Develop the ability to work with others.	Cooperates with others in playing.
Understand the need for a positive approach in critiquing performance.	Verbalizes positively about other students' efforts. **[*Analyzing]**
	TEACHER NOTE: It is important to make students aware of the difficulties encountered in mastering instruments and to encourage them to be sensitive to the frustrations of other students.
Grades 6-8	
2.4 The student will play a varied repertoire of music.	
Focus:	
Perform music representing diverse cultures and styles.	Plays music from diverse cultures and varied time periods (Renaissance, Baroque, Classical, Romantic, Contemporary, etc.).
	Performs compositions created by him/herself and others.
Understand the concept of style as being authentic for a particular period or composer.	Plays in a variety of authentic styles.
Recognize the need for expression and technical accuracy in performance.	Plays with expression and technical accuracy.
	Plays with *phrasing appropriate to the music.
	TEACHER NOTE: Some students at this level may be ready to pursue playing solo repertoire.

GOAL 2: The student will perform on instruments, alone and with others, a varied repertoire of music.
(National Standard 2)

Objective	**Implications for Learning and Teaching**
Grades 9-12	* = term explained in glossary - Appendix A. Bold-faced words enclosed in [ ] are thinking and social skills. **GENERAL NOTE:** A variety of instrumental offerings at this level allows students to participate at their ability and interest levels. These may include large and small ensembles, such as Concert Band, Wind Ensemble, Symphonic Band, Jazz Band, Marching Band, Orchestra, Symphonic Orchestra, String Orchestra, and other groupings. **GENERAL NOTE:** For more detailed information on specific grade by grade skills and indicators for wind and percussion instruments, see the **Band Curriculum Guide** (Bibliography, Appendix B). For additional information concerning stringed instruments, see **The Complete String Guide** and **TIPS: Establishing a String and Orchestra Program** (Bibliography, Appendix B).
Grades 9-12 2.1 The student will demonstrate understandings, sensitivities and skills in playing instruments. **Focus**:	
Demonstrate ability to play independently.	Plays independently, on pitch and in rhythm.
	Plays alone and with the group.
Understand the importance of achieving different degrees of dynamic control.	Maintains characteristic sound of the instrument while playing at various dynamic levels indicated by the music and/or the conductor.
Recognize need to blend timbre of instrument to work effectively in a group.	Blends instrumental *timbres.

GOAL 2: **The student will perform on instruments, alone and with others, a varied repertoire of music.**
(National Standard 2)

Objective	Implications for Learning and Teaching
Grades 9-12	
2.1 Demonstrate understandings, sensitivities and skills in playing instruments. (Continued)	
Focus:	
Understand the effect of varied tempos on the music.	Plays at various *tempos. Demonstrates awareness of tempo variations (*rubato, *accelerando, *ritardando, *fermata, etc.).
Understand the meaning of conductor cues.	Responds to the cues of the conductor.
Understand construction and use of scales and arpeggios.	Plays *major, *minor, *pentatonic, *chromatic, and *whole-tone scales for the practical range of the instruments. (Three-octave scales where practical). Plays two-octave *arpeggios for major and minor scales where practical. (Three-octaves where practical). **TEACHER NOTE:** It is important to make students aware of 20th century music and non-traditional harmony.
Demonstrate understanding of phrasing.	Plays with appropriate and expressive phrasing.
Understand techniques need to memorize music.	Plays from memory. **[*Recalling]**
Demonstrate ability to play by ear.	Plays *by ear alone and with the group.

GOAL 2: The student will perform on instruments, alone and with others, a varied repertoire of music.
(National Standard 2)

Objective	Implications for Learning and Teaching
Grades 9-12 2.2 Demonstrate understandings, sensitivities, and skills through appropriate instrumental practices.	
Understand the importance of posture for effective playing.	Plays with appropriate posture while standing or sitting. **TEACHER NOTE:** It is imperative that attention be given to the development of posture appropriate for each instrument.
Utilize effective *tone production.	Plays with *developmentally-appropriate tone quality. **TEACHER NOTE:** In evaluating tone quality for wind instrument players, consideration needs to be given to mouthpiece selection, embouchure formation and/or reed selection. For orchestral strings, bow control (bow speed and pressure applied to bow stick) and/or bow selection are key determinants. For percussion instruments, implement selection is critical. Demonstrates good breath support and control (wind instruments). Demonstrates effective bow control (strings).
Understand that *balance is important to achieve effective group work.	Demonstrates an understanding of balance by equalizing the volume of his/her instrument to that of the group. **[*Integrating]**
Recognize the importance of caring properly for instruments.	Demonstrates proper care of classroom and/or band/orchestra instruments.
Understand that each instrument has a proper playing position.	Plays instrument with attention to proper position.
Recognize the need for a variety of articulations to increase the interest of the music.	Demonstrates varied *articulations while playing [e.g. *legato (including *slurring), *staccato, *marcato, *accents, *sforzando, *tenuto, etc.].
Develop and apply an awareness of intonation.	Plays accurately (correct notes, *intonation). Demonstrates the ability to tune his/her instrument accurately for performance.

GOAL 2: The student will perform on instruments, alone and with others, a varied repertoire of music.
(National Standard 2)

Objective	Implications for Learning and Teaching
Grades 9-12	
2.3 Show appreciation for the efforts of others.	
Focus:	
Recognize the need for careful listening.	Listens attentively while others play.
Develop the ability to work with others.	Cooperates with others in playing.
Understand the need for a positive approach in critiquing performance.	Verbalizes positively about other students' efforts.
Grades 9-12	
2.4 Play a varied repertoire of music.	
Focus:	
Perform music representing diverse cultures and styles.	Plays music from diverse cultures and varied time periods (Renaissance, Baroque, Classical, Romantic, Contemporary, etc.). Performs compositions created by self and others.
Understand the concept of style as being authentic for a particular period or composer.	Plays in a variety of authentic styles.
Recognize the need for expression and technical accuracy in performance.	Plays with expression and technical accuracy. **TEACHER NOTE**: Students at this level should be encouraged to pursue playing solo repertoire. Plays with *phrasing appropriate to the music.
Demonstrate skills and independence needed for small ensemble playing.	Plays in small ensemble with one student on a part. Plays literature with a level of difficulty of 4 on a scale of 1 to 6. (except for beginning classes). **TEACHER NOTE:** Four is an average level of difficulty for this grade level. Well-established instrumental programs may also include work at a difficulty level of 5 and possibly 6.

GOAL 3: **The student will improvise melodies, variations, and accompaniments.**
(National Standard 3)

Objective	Implications for Learning and Teaching
Grades K-2	* = term explained in glossary - Appendix A. Bold-faced words enclosed in [ ] are thinking skills and social skills.
Grades K-2 3.1 Demonstrate the ability to improvise a variety of musical structures. **Focus**:	
Use a variety of sources to encourage improvisation.	Improvises brief musical examples in response to pictures, poems and stories.
Improvise with music from varied times and cultures.	Improvises percussion accompaniments to music of varied times and places. **[*Restructuring]** Improvises rhythmic accompaniments to music of varied cultures.
Incorporate different moods in improvisations.	Improvises brief musical examples demonstrating various moods.
Improvise with variations in tempo and dynamics.	Improvises brief musical examples utilizing different tempos. changing tempos (getting faster - getting slower). **[*Representing]** different *dynamic levels. changing dynamic levels (getting louder - getting quieter/softer). **[Representing]** **TEACHER NOTE:** Quieter and softer are alternate terms, with softer being traditionally used to indicate a lesser dynamic. However, some children tend to equate soft/softer with concepts such as those of a pillow or of cotton and quiet/quieter may be more useful terms for them.
Explore a variety of musical possibilities through improvisation.	Improvises brief musical examples utilizing varied *articulations (*legato, *staccato, *accent). *environmental sounds. *body percussion. steady *pulse. *meters of 2, 3 and 4. up-down-same. melodic steps, skips, and leaps. repetition and contrast.

GOAL 3: **The student will improvise melodies, variations, and accompaniments.** (National Standard 3)

Objective	**Implications for Learning and Teaching**
Grades K-2 3.1 Demonstrate the ability to improvise a variety of musical structures. **Focus**:	
Explore a variety of musical possibilities through improvisation. (Continued)	Improvises brief musical examples utilizing *question and answer. *call and response structures. *classroom percussion instruments. one-chord or *pentatonic accompaniments on classroom instruments and/or resonator bells in response to a model given by the teacher.
Grades 3-5	* = term explained in glossary - Appendix A. Bold-faced words enclosed in [ ] are thinking skills and social skills.
Grades 3-5 3.1 Demonstrate the ability to improvise a variety of musical structures. **Focus**:	
Use a variety of sources to encourage improvisation.	Improvises brief musical examples in response to pictures, poems and stories.
Improvise with music from varied times and places.	Improvises accompaniments to music of varied times and places. **[*Restructuring]**
Incorporate different musical styles in improvisations.	Improvises musical examples demonstrating varied styles of music.
Improvise with variations in tempo and dynamics.	Improvises brief musical examples illustrating different *tempos. changing tempos (getting faster - getting slower). different *dynamic levels. changing dynamic levels (getting louder - getting quieter/softer). **[Representing]** **TEACHER NOTE:** Quieter and softer are alternate terms, with softer being traditionally used to indicate a lesser dynamic. However, some children tend to equate soft/softer with concepts such as those of a pillow or of cotton and quiet/quieter may be more useful terms for them.

GOAL 3: **The student will improvise melodies, variations, and accompaniments.** (National Standard 3)

Objective	**Implications for Learning and Teaching**
Grades 3-5 3.1 Demonstrate the ability to improvise a variety of musical structures. (Continued) **Focus**:	
Explore a variety of musical possibilities through improvisation.	Improvises brief musical examples utilizing varied *articulations (*legato, *staccato, *marcato, *accent, etc.). *environmental sounds. *body percussion. steady pulse. meters of 2, 3, 4, 6 and *compound meters. up-down-same. melodic patterns using repeated notes, steps, skips, and leaps. major, minor and pentatonic scales. rhythm patterns. one, two, and three-chord or pentatonic accompaniments on classroom instruments and/or resonator bells in response to a model given by the teacher. *question and answer. *call and response. *repetition and contrast. *AB, *ABA and/or *rondo form. classroom percussion instruments. rhythm patterns. melodic patterns.

GOAL 3: **The student will improvise melodies, variations, and accompaniments.** (National Standard 3)

Objective	Implications for Learning and Teaching
Grades 6-8	* = term explained in glossary - Appendix A. Bold-faced words enclosed in [ ] are thinking skills and social skills.
Grades 6-8 3.1 Demonstrate the ability to improvise a variety of musical structures. **Focus**:	
Improvise with music from varied times, places and styles.	Improvises musical examples illustrating historical periods and styles. **[*Restructuring]**
Improvise with variations in tempo and dynamics.	Improvises musical examples using different *tempos. changing tempos (getting faster - getting slower). **[Representing]** different *dynamic levels. changing dynamic levels (getting louder - getting softer).
Explore a variety of musical possibilities through improvisation.	Improvises musical examples illustrating varied *articulations (legato, staccato, marcato accent, etc.). *environmental sounds. *body percussion. classroom percussion instruments. steady pulse. rhythm patterns. a wide variety of meters. *melody patterns. *conjunct and *disjunct motion. ascending, descending and repeated pitches. multi-chord accompaniments. scales (*major, *minor, *pentatonic, *chromatic, etc.). *repetition and contrast. *call and response. *question and answer. phrases of different lengths. *AB, *ABA, and *rondo form.
Use notation aids to improvisation.	Devises and uses notation (traditional and non-traditional) to facilitate improvisation of music representing varied characteristics.
Use varied resources in improvisation.	Uses a wide variety of resources including *acoustic (classroom, band and orchestra instruments, and guitars) and electronic media to improvise music of varied characteristics and styles.

MUSIC

GOAL 3: **The student will improvise melodies, variations, and accompaniments.**
(National Standard 3)

Objective	**Implications for Learning and Teaching**
Grades 9-12	* = term explained in glossary - Appendix A bold-faced words enclosed in [ ] are thinking skills and social skills. **TEACHER NOTE**: Due to the greater complexity of improvisation at this level, it is necessary for the student to integrate the learnings from K-8 into this activity. The teacher may need to review these previous learnings and/or assist the student in working with them.
Grades 9-12 3.1. Demonstrate the ability to improvise a variety of musical structures. **Focus**:	
Improvise with music from varied times, places and styles.	Improvises musical examples illustrating historical periods and styles.
Improvise with variations in tempo and dynamics.	Improvises musical examples involving different *tempos. changing tempos (getting faster - getting slower). **[Representing]** different dynamic levels. changing *dynamic levels (getting louder - getting softer).
Explore a variety of musical possibilities through improvisation.	Improvises musical examples involving varied *articulations (*legato, *staccato, *marcato *accent, etc.). *environmental sounds. *body percussion. classroom percussion. steady pulse. rhythm patterns. a wide variety of *meters. *conjunct and *disjunct motion. melodic patterns using ascending, descending, and repeated pitches. scales (*major, *minor, *pentatonic, *chromatic, etc.). multi-chord accompaniments. repetition and contrast.

GOAL 3: **The student will improvise melodies, variations, and accompaniments.** (National Standard 3)

Objective	Implications for Learning and Teaching
Grades 9-12	
3.1. Demonstrate the ability to improvise a variety of musical structures.	
Focus:	
Explore a variety of musical possibilities through improvisation. (Continued)	Improvises musical examples including *call and response. *question and answer. repetition and contrast. phrases of different lengths. *AB, *ABA, and *rondo form.
Use varied resources in improvisation.	Uses a wide variety of resources including *electronic media to improvise music of varied characteristics and styles.
Use scores to aid in improvisation.	Devises and uses *scores to facilitate improvisation of music representing varied cultural characteristics and musical styles.

MUSIC

GOAL 4: **The student will compose and arrange music within specific guidelines.** (National Standard 4)

Objective	**Implications for Learning and Teaching**
Grades K-2	*= term explained in glossary - Appendix A. Bold-faced words enclosed in [ ] are thinking skills and social skills. **GENERAL COMMENT**: The essential thrust of this goal is involvement of students in the creative process. Emphasis should be on the development of the process of composing and arranging and not necessarily on the resulting product. The length of these compositions and arrangements may vary from two measures to whatever the students devise.
Grades K-2 4.1 Demonstrate the ability to compose music. **Focus**:	
Use varied sources for sounds.	Uses a variety of sound sources when composing (e.g. *environmental sounds, instruments from other cultures, *acoustic, *electronic, classroom and *student-made instruments).
Use varied sources for musical ideas in composition.	Composes music to accompany pictures, poems, and stories. **[*Restructuring]**
Use knowledge of musical form for composition.	Composes *introductions, *interludes and *codas.
Apply knowledge of language to creation of song texts.	Creates lyrics for songs. **[*Integrating]**
Cooperate with other students in the composition process.	Participates in creating group compositions using *body percussion, and classroom percussion instruments.
Apply knowledge of notation to composing.	Uses pictorial and/or standard notation to represent compositions.

GOAL 4: **The student will compose and arrange music within specific guidelines.**
(National Standard 4)

Objective	**Implications for Learning and Teaching**
Grades K-2 4.2 Demonstrate the ability to arrange music. **Focus**:	
Use varied sources for musical ideas for arrangements.	Arranges music to accompany pictures, poems, and stories. **[*Elaborating]**
Explore arranging with limited conditions.	Arranges short songs and instrumental pieces within specified guidelines. **[*Representing]** **TEACHER NOTE**: Pictorial notation may be more *developmentally-appropriate at this age level.
Grades 3-5	* = term explained in glossary - Appendix A bold-faced words enclosed in [ ] are thinking skills and social skills. **GENERAL COMMENT**: The essential thrust of this goal is involvement of students in the creative process. Emphasis should be on the development of the process of composing and arranging and not necessarily on the resulting product. The length of these compositions and arrangements may vary from two measures to whatever the students devise.
Grades 3-5 4.1 Demonstrate the ability to compose music. **Focus**:	
Use varied sources for musical ideas in composition.	Composes music to accompany pictures, poems and stories. **[*Restructuring]**
Use varied sources for sounds.	Uses a variety of sound sources when composing (e.g. *environmental sounds, instruments from other cultures, *acoustic, *electronic classroom and student-made instruments). **[*Comparing, *Ordering]**
Use knowledge of musical form for composition.	Composes *introductions, *interludes and *codas.

MUSIC

GOAL 4: **The student will compose and arrange music within specific guidelines.** (National Standard 4)

Objective	**Implications for Learning and Teaching**
Grades 3-5	
4.1 Demonstrate the ability to compose music. (Continued)	
Focus:	
Cooperate with other students in the composition process.	Composes alone and with others within specific guidelines. **[*Focusing]**
Apply knowledge of notation to composing.	Uses *graphic or *standard notation to represent original compositions. **[*Classifying, *Ordering]**
Grades 3-5	
4.2 Demonstrate the ability to arrange music.	
Focus:	
Use varied sources for musical ideas for arrangements.	Arranges music to accompany pictures, poems, and stories. **[*Elaborating]**
Explore arranging with limited conditions.	Arranges short songs and instrumental pieces within specified guidelines. **[*Representing]**

MUSIC

GOAL 4: **The student will compose and arrange music within specific guidelines.** (National Standard 4)

Objective	**Implications for Learning and Teaching**
Grades 6-8	* = term explained in glossary - Appendix A. Bold-faced words enclosed in [ ] are thinking skills and social skills. **GENERAL COMMENT**: The essential thrust of this goal is involvement of students in the creative process. Emphasis should be on the development of the process of composing and arranging and not necessarily on the resulting product. The length of these compositions and arrangements may vary from two measures to whatever the students devise.
Grades 6-8 4.1 Demonstrate the ability to compose music. **Focus**:	
Use varied sources for sounds.	Uses wide variety of resources, including *electronic media, to compose individual and group compositions.
Cooperate with other students in the composition process.	
Explore composing with limited conditions.	Composes short songs and instrumental pieces within specified guidelines. **[*Representing]**
Apply knowledge of language to creation of song texts.	Creates lyrics for songs. **[*Integrating]**
Apply knowledge of notation to composing.	Uses *graphic or *standard notation to represent compositions. **[*Classifying, *Ordering]**
	Devises and uses scores to facilitate the composition process. **[Classifying, Ordering]**
Use varied musical applications to express ideas in composition.	Creates compositions to determine different ways of expressing the same feeling.
Involve knowledge of varied musical cultures and styles.	Creates compositions representing varied geographical regions (e.g. African, Near-Eastern, Oriental, Hispanic, etc.). **[*Restructuring]**
	Creates compositions representing various styles.

GOAL 4: **The student will compose and arrange music within specific guidelines.** (National Standard 4)

Objective	**Implications for Learning and Teaching**
Grades 6-8 4.2 Demonstrate the ability to arrange music. **Focus**:	
Devise new vocal and/or instrumental combinations for arrangements.	Arranges simple pieces for voices or instruments other than those for which the pieces were written. **[•Representing]**
Explore arranging with limited conditions.	Arranges short songs and instrumental pieces within specified guidelines. **[•Representing]**
Grades 9-12	• = term explained in glossary - Appendix A bold-faced words enclosed in [ ] are thinking skills and social skills. **GENERAL COMMENT**: The essential thrust of this goal is involvement of students in the creative process. Emphasis should be on the development of the process of composing and arranging and not necessarily on the resulting product. The length of these compositions and arrangements may vary from two measures to whatever the students devise. Due to the greater complexity of composition at this level, it is necessary for the student to integrate learnings from K-8 into this activity. The teacher may need to review these previous learnings and/or assist the student in working with them.
Grades 9-12 4.1 Demonstrate the ability to compose music. **Focus**:	
Involve knowledge of varied musical cultures and styles.	Composes musical examples demonstrating several distinct styles. **[•Restructuring]**
Use varied sources for sounds.	Uses a wide variety of resources, including •electronic media to compose individual and group compositions.
Cooperate with other students in the composition process.	
Apply knowledge of language to creation of song texts.	Creates lyrics for songs. **[•Integrating]**

GOAL 4: **The student will compose and arrange music within specific guidelines.** (National Standard 4)

Objective	Implications for Learning and Teaching
Grades 9-12 4.1 Demonstrate the ability to compose music. (Continued) **Focus**:	
Apply knowledge of notation to composing.	Uses appropriate notations to represent compositions. **[*Classifying, *Ordering]** Devises and uses scores to facilitate the composition process. **[Classifying, Ordering]**
Use knowledge of varied musical cultures and styles.	Creates compositions representing varied geographical regions.
Use varied musical applications to express ideas in composition.	Creates compositions to determine different ways of expressing the same feeling.
Grades 9-12 4.2 Demonstrate the ability to arrange music. **Focus**:	
Devise new vocal and/or instrumental combinations for arrangements.	Arranges pieces for voices or instruments other than those for which the pieces were written.
Explore arranging with given conditions.	Arranges songs and instrumental pieces within specified guidelines. **[*Representing]**

MUSIC

GOAL 5: **The student will read and notate music.**
(National Standard 5)

Objective	**Implications for Learning and Teaching**
Grades K-2	* = term explained in glossary - Appendix A. Bold-faced words enclosed in [ ] are thinking and social skills.
Grades K-2 5.1 Demonstrate related understandings, sensitivities and skills in reading and notating music. **Focus**:	
Understand concept of iconic notation for tempo.	Recognizes and responds to tempo *icons as created by the teacher, for example: [I I I I IIII I I I I IIII I I I] Draws tempo icons. **[*Observing]**
Know terminology for changing tempos.	Names tempo changes (faster-slower, etc.).
Understand concept of iconic notation for dynamics.	Responds to dynamic *icons (ooo OOO, etc.).
Know terminology for changing dynamics.	Draws icons for changing dynamics (o O O O o , etc.). Names contrasting *dynamics (louder, quieter, etc.). Names dynamic changes (getting louder - getting quieter, etc.).
Understand concept of iconic notation for steady pulse.	Responds to iconic and symbolic (- - - - or ♩♩♩♩) presentation of steady pulse through clapping, chanting, etc. **TEACHER NOTE:** Conscious study of meter should not begin until the students can maintain a steady pulse.
Understand concept of iconic notation for duration and meter.	Creates and reads iconic representations of 2:1 and 3:1 duration relationships, ex. (2:1) —— — — (3:1) ——— — — — . Moves to, draws, and verbally describes meters of 2 and 3. Recognizes and responds to iconic (- - and - - -) and symbolic (♩♩ and ♩♩♩) representations of meters of 2 and 3 by chanting, clapping and moving.

GOAL 5: **The student will read and notate music.**
(National Standard 5)

Objective	Implications for Learning and Teaching
Grades K-2	
5.1 Demonstrate related understandings, sensitivities and skills in reading and notating music. (Continued)	
Focus:	
Understand concept of iconic and symbolic notation for pitches.	Recognizes and responds to melodic contour *icons and/or symbols.
Understand the use of pitch numbers and tonal syllables.	Uses *pitch numbers and/or *tonal syllables to describe repeats, steps, skips, and leaps.
Use pictorial notations.	Generates pictorial/iconic representations of environmental sounds used in compositions. **[*Representing]**
Grades 3-5	* = term explained in glossary - Appendix A. Bold-faced words enclosed in [ ] are thinking and social skills.
Grades 3-5	
5.1 Demonstrate related understandings, sensitivities and skills in reading and notating music.	
Focus:	
Understand and use terminology for tempo.	Names *tempos (*allegro, *andante, etc.). Recognizes and responds to tempo indications.
Understand and use terminology for tempo changes.	Shows changing tempos while moving to music. Names gradual tempo changes (*accelerando, *ritard., etc.). Recognizes and responds to indications for changing tempos. **TEACHER NOTE**: These terms should be limited to those actually encountered in the music being studied. The student should understand that tempo in music is influenced by style, purpose, environment and cultural context.

MUSIC

GOAL 5: **The student will read and notate music.**
(National Standard 5)

Objective	**Implications for Learning and Teaching**
Grades 3-5	
5.1 Demonstrate related understandings, sensitivities and skills in reading and notating music. (Continued)	
Focus:	
Understand and use terminology for dynamics.	Names and uses symbols for contrasting dynamics (•forte, •piano, •mezzo-forte - *f p mf*, etc.).
Understand and use terminology for changing dynamics.	Names •crescendo and •decrescendo. Recognizes and responds to indications for changing dynamics.
Understand and use terminology for varied articulations.	Names contrasting •articulations. Recognizes and responds to symbols for articulations (•accent >) •staccato (˙) , etc.).
Understand and use iconic and symbolic notation for steady pulse.	Responds to iconic and symbolic [- - - ♩♩♩] presentation of steady pulse through clapping, chanting, etc.
Understand and use iconic and symbolic notation for meter and rhythm.	Recognizes and responds to iconic (- -, - - - and - - - -) and symbolic (♩♩, ♩♩♩ and ♩♩♩♩) representations of meters of 2, 3 and 4. **TEACHER NOTE**: Rhythm patterns build on the 2:1 relationships (𝅗𝅥 ♩ and ♩ ♪) established at K-2 and expand at this level to include 4:1, and •syncopation. Applies knowledge of fractions gained in mathematics to understanding of rhythm and meter.

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MUSIC

GOAL 5: **The student will read and notate music.**
(National Standard 5)

Objective	**Implications for Learning and Teaching**
Grades 3-5	
5.1 Demonstrate related understandings, sensitivities and skills in reading and notating music. (Continued)	
Focus:	
Understand concept of melodic contour.	Recognizes melodies by examining their contour.
Use iconic and symbolic notation for response to melodic contour.	Associates line and musical notation with contours of melodies. **[*Comparing] [*Ordering]** Recognizes and responds to melodic contour icons and/or symbols.
Read melodic notation.	Identifies repeated notes, steps, skips and leaps in notation and while listening to music.
Read rhythmic notation.	Reads whole, half, *dotted half, quarter, and eighth notes and rests in $\genfrac{}{}{0pt}{}{2}{4}$, $\genfrac{}{}{0pt}{}{3}{4}$ and $\genfrac{}{}{0pt}{}{4}{4}$ meter signatures.
Understand and use tone syllables, letters and/or numbers for pitch reading.	Uses syllables, letters, and/or numbers to read simple pitch notation in the *treble clef in major keys.
Understand and use traditional music symbols for notation.	Uses traditional symbols to notate meter, rhythm, pitch, and dynamics in simple patterns presented by the teacher.

MUSIC

GOAL 5: **The student will read and notate music.**
(National Standard 5)

Objective	**Implications for Learning and Teaching**
Grades 6-8	* = term explained in glossary - Appendix A. Bold-faced words enclosed in [ ] are thinking and social skills. **GENERAL NOTE:** By this level, students should understand a comprehensive range of music terminology. Efforts should be made to include opportunities to experience these terms through warm-ups, technical exercises and literature.
Grades 6-8 5.1 Demonstrate related understandings, sensitivities and skills in reading and notating music. **Focus**:	
Understand and use iconic and symbolic notation.	Recognizes and responds to *iconic and/or symbolic representations of music. **[*Comparing] [*Ordering]**
Read rhythm notation in varied meters.	Reads rhythm patterns which include all notes, dotted notes and equivalent rests in $\substack{2\\2}$, $\substack{4\\4}$, $\substack{6\\8}$ and *alla breve signatures.
Understand and use symbolic representations of varied meters.	Demonstrates understanding of $\substack{4\\4}$ as *common time (𝄴) and alla breve as *cut time (𝄵) or $\substack{2\\2}$. Applies knowledge of fractions gained in mathematics to understanding of rhythm and meter.
Sight-read music with accuracy.	Reads at sight simple melodies in both the *treble and/or *bass clef.
Understand and use key signatures.	Demonstrates understanding of *key signatures.
Understand and use a variety of symbols used in traditional notation.	Identifies and defines traditional notation symbols for pitch, rhythm, *dynamics, *tempo, *articulation, and *expression.
Understand and use a variety of terms used with traditional notation.	Identifies and defines traditional terms for pitch, rhythm, dynamics, tempo, articulation, and expression.
Apply knowledge of notation symbols to write music.	Uses traditional notation to record musical ideas and the musical ideas of others.

GOAL 5: **The student will read and notate music.**
(National Standard 5)

Objective	**Implications for Learning and Teaching**
Grades 9-12	* = term explained in glossary - Appendix A. Bold-faced words enclosed in [ ] are thinking and social skills. **GENERAL NOTE:** By this level, students should understand a comprehensive range of music terminology. Efforts should be made to include opportunities to experience these terms through warm-ups, technical exercises and literature.
Grades 9-12 5.1 Demonstrate related understandings, sensitivities and skills in reading and notating music. **Focus**:	
Understand and use varied notations.	Recognizes and responds to traditional and non-traditional representations of music. **[*Comparing] [*Ordering]**
Understand and use rhythm notation.	Reads all rhythm patterns found in the standard literature.
	Reads *simple and *compound meters found in the music studied.
Understand and use rhythmic and melodic notation.	Reads at sight melodies in both the *treble and *bass clef.
Understand key signatures.	Identifies all major and minor key signatures.
Understand and use scores and symbols for notation.	Reads instrumental or vocal score of up to four staves describing how the elements of music *are used.
Sight-read music with accuracy.	Reads music with a difficulty *level of 3, on a scale of 1 to 6. **TEACHER NOTE:** Three is an average level of difficulty for this grade. Well-established programs may also achieve reading at a difficulty level of 4 and possibly 5.

MUSIC

GOAL 6: **The student will listen to, analyze, and describe music.**
(National Standard 6)

Objective	**Implications for Learning and Teaching**
Grades K-2	* = term explained in glossary - Appendix A. Bold-faced words enclosed in [ ] are thinking and social skills.
Grades K-2 6.1 Identify simple musical forms. **Focus**:	
Respond in varied ways to form in music.	Moves to, draws, and verbally describes music representing *repetition and contrast, *call and response **[*Collaboration,]** *AB, *ABA and *rondo forms. **TEACHER NOTE:** In labeling phrases and sections, it is helpful to use lower case for phrases and upper case for sections (e.g. ab ABA, etc.). Icons may also effectively be used.
Respond to cultural differences in music.	Identifies forms in music of varied cultures.
Grades K-2 6.2 Develop simple auditory skills. **Focus**:	**TEACHER NOTE:** To develop this objective effectively, materials from diverse cultures and styles should be presented and performed with accuracy and respect for the cultural context. The teacher should provide proper background information for students to understand the cultural context of the music. The teacher should also model and encourage an openness and receptivity to music of different cultures.
Respond in varied ways to dynamics in music.	Demonstrates perceptual skills by moving, answering questions about and describing loud-quiet/soft. **TEACHER NOTE:** Quieter and softer are alternate terms, with soft/softer being traditionally used to indicate a lesser dynamic. However, some children tend to equate soft/softer with concepts such as those of a pillow or of cotton and quiet/quieter may be more useful terms for them.
Respond in varied ways to	Demonstrates perceptual skills by moving, answering questions about and describing
tempo.	fast-slow.
duration.	short-long.
pitch.	high-low.
melody.	upward-downward-repeated.

GOAL 6: **The student will listen to, analyze, and describe music.**
(National Standard 6)

Objective	Implications for Learning and Teaching
Grades K-2	
6.3 Use appropriate terminology in explaining music, music notation, music instruments and voices, and music performances.	
Focus:	
Express understanding of music with accuracy.	Describes music, music notation, instruments, voices and performances. **TEACHER NOTE:** Learning terminology used in music being studied has more meaning to the student. Do not teach terms in isolation.
Grades K-2	
6.4 Identify and describe sounds from a wide variety of sources.	
Focus:	
Distinguish voice qualities.	Demonstrates recognition of differences between child/adult and adult female/male voices with verbal and pictorial labels.
Distinguish classroom instrument qualities.	Identifies sounds of classroom instruments by labeling them as striking, tapping, shaking, ringing or scraping. **[*Analysis]**
Respond in varied ways to differences in classroom instruments and those of other cultures.	Moves to, draws, and/or verbally describes sounds of classroom instruments and instruments from other cultures.
Respond in varied ways to differences in standard orchestral instrument families.	Moves to, draws, aurally recognizes and/or verbally describes differences in standard orchestral instrument families (strings, brass, woodwinds, and percussion).
Identify orchestral instruments in varied ways.	Identifies violin, trumpet, flute, drum and piano by sound and sight using verbal and pictorial labels.

GOAL 6: **The student will listen to, analyze, and describe music.**
(National Standard 6)

Objective	**Implications for Learning and Teaching**
Grades 3-5	* = term explained in glossary - Appendix A. Bold-faced words enclosed in [ ] are thinking and social skills.
Grades 3-5 6.1 Identify simple musical forms. **Focus**:	
Respond in varied ways to form in music.	Moves to, draws, and verbally describes *repetition and contrast, *call and response **[*Collaboration]**, *ABA and *rondo forms, and *theme and variations. **TEACHER NOTE:** In labeling phrases and sections, it is helpful to use lower case for phrases and upper case for sections. (e.g. ab ABA, etc.).
Respond to cultural differences in music.	Identifies forms in music of varied cultures.
Grades 3-5 6.2 Develop simple auditory skills. **Focus**:	**TEACHER NOTE:** To develop this objective effectively, materials from diverse cultures, styles and genres should be presented and performed with accuracy and respect for the cultural context. The teacher should provide proper background information- for students to understand the cultural context of the music. The teacher should also model and encourage an openness and receptivity to music of different cultures.
Respond in varied ways to dynamics in music.	Demonstrates perceptual skills by moving, answering questions about and describing loud-quiet/soft. **TEACHER NOTE:** Quieter and softer are alternate terms, with softer being traditionally used to indicate a lesser dynamic. However, some children tend to equate soft/softer with concepts such as those of a pillow or of cotton and quiet/quieter may be more useful terms for them.
Respond in varied ways to	Demonstrates perceptual skills by moving, answering questions about and describing
tempo.	fast-slow.
duration.	short-long.
pitch.	high-low.
melody.	upward-downward-repeated.

GOAL 6: **The student will listen to, analyze, and describe music.**
(National Standard 6)

Objective	Implications for Learning and Teaching
Grades 3-5	
6.2 Develop simple auditory skills.	
Focus:	
Respond in varied ways to (continued)	Demonstrates perceptual skills by moving, answering questions about and describing
texture.	thick-thin texture.
tonality.	major and minor tonalities.
Grades 3-5	
6.3 Use appropriate terminology in explaining music, music notation, music instruments and voices, and music performances.	**TEACHER NOTE:** Students are building a foundation of music terminology. Efforts should be made to make relevant as many terms as possible by applying them to literature, warm-ups and technical exercises.
Focus:	
Express understanding of music with accuracy.	Uses appropriate terminology to describe music, music notation, instruments, voices and performances.
Grades 3-5	
6.4 Identify and describe sounds from a wide variety of sources.	
Focus:	
Understand difference in solo and ensemble sounds.	Demonstrates recognition of difference between one voice/instrument and many voices/instruments with verbal and pictorial labels.
Recognize characteristic qualities of classroom instruments.	Identifies sounds of classroom instruments by labeling them as tapping, shaking, striking, ringing or scraping.
Understand voice classifications.	Demonstrates recognition of voice classifications (child-treble, cambiata, adult-soprano, alto, tenor, and bass). **[*Classifying]**
Respond in different ways to varied instrumental sounds.	Moves to, draws, and/or verbally describes sounds of classroom instruments and instruments from other cultures.

MUSIC

GOAL 6: **The student will listen to, analyze, and describe music.**
(National Standard 6)

Objective	**Implications for Learning and Teaching**
Grades 3-5 6.4 Identify and describe sounds from a wide variety of sources. (Continued) **Focus**:	
Identify differences between different orchestral instrument families.	Moves to, draws, and/or aurally, visually and verbally recognizes and describes differences within standard orchestral instrument families, (strings, brass, woodwinds, and percussion). ***Classifying][*Ordering]**
Respond in different ways to varied instrumental sounds.	Identifies piano and a wide range of orchestral instruments by sound and sight using verbal and pictorial labels.
Grades 6-8	* = term explained in glossary - Appendix A. Bold-faced words enclosed in [ ] are thinking and social skills.
Grades 6-8 6.1 Identify simple musical forms. **Focus**:	
Respond in varied ways to form in music.	Moves to, draws, and verbally describes *repetition and contrast. *call and response. **[*Collaboration]** *AB, *ABA and *rondo forms. *theme and variations. **TEACHER NOTE:** In labeling phrases and sections, it is helpful to use lower case for phrases and upper case for sections. (e.g. ab ABA, etc.).
Respond to cultural differences in music.	Identifies forms in music of varied cultures.
Grades 6-8 6.2 Describe specific music events in a given aural example, using appropriate terminology. **Focus**:	
Apply analytical skills to clarify understanding of music.	Describes verbally and in writing a variety of events, such as entry of instruments, change of meter, repeats, etc.

GOAL 6: **The student will listen to, analyze, and describe music.**
(National Standard 6)

Objective	Implications for Learning and Teaching
Grades 6-8	
6.3 Analyze the uses of elements of music in aural examples representing diverse genres and cultures.	
Focus:	
Differentiate uses of musical elements in songs.	Illustrates specific applications of melody, rhythm, harmony, form, etc. in folk song and popular song.
Understand use of dynamics and timbre for variety and effect.	Explains with examples the uses of *dynamics and *timbre in jazz and in *concert marches.
Recognize and explain differences in textures.	Identifies and describes *monophonic, *homophonic, and *polyphonic *textures.
Grades 6-8	
6.4 Demonstrate knowledge of the basic principles of music construction in the analysis of music.	
Focus:	
Explain differences in meter and rhythm in compositions.	Analyzes music in terms of *meter and rhythm.
Apply concepts of tonality and intervals to understanding music.	Utilizes knowledge of *tonality, *key signatures and *intervals in melodic analysis of music. **[*Analyzing]**
Apply understanding of harmony to comprehension of music.	Describes, verbally and in writing, the effect of *chords and *harmonic progressions in music analysis.

MUSIC

GOAL 6: **The student will listen to, analyze, and describe music.**
(National Standard 6)

Objective	**Implications for Learning and Teaching**
Grades 6-8 6.5 Identify and describe sounds from a wide variety of sources. **Focus**:	
Understand voice classifications.	Demonstrates recognition of voice classifications (child-treble, *cambiata, adult-*soprano, *alto, *tenor, and *bass). **[*Classifying]**
Respond verbally and visually to solo and ensemble sounds.	Demonstrates recognition of difference between one voice/instrument and many voices/instruments with verbal and pictorial labels.
Respond in different ways to varied instrumental sounds.	Moves to, draws, and/or verbally describes sounds of classroom instruments and instruments from other cultures.
Identify differences between different orchestral instrument families.	Moves to, draws, aurally, visually and verbally recognizes and describes differences within standard orchestral instrument families, (strings, brass, woodwinds, and percussion). **[*Classifying]**
Respond in different ways to varied instrumental sounds.	Identifies sounds of orchestral instruments by name. Identifies a wide range of instrumental sounds by sound and sight using verbal and pictorial labels.
Grades 9-12	* = term explained in glossary - Appendix A. Bold-faced words enclosed in [ ] are thinking and social skills.
Grades 9-12 6.1 Identify musical forms. **Focus**:	
Clarify specific formal components of music.	Describes verbally and in writing *repetition and contrast. *call and response. **[*Collaboration]** *AB, *ABA and *rondo forms. *theme and variations. *sonata-allegro form. *fugal structures.

GOAL 6: **The student will listen to, analyze, and describe music.**
(National Standard 6)

Objective	**Implications for Learning and Teaching**
Grades 9-12 6.1 Identify musical forms. (Continued) **Focus**: Apply analytical skills to varied musics.	**TEACHER NOTE:** In labeling phrases and sections, it is helpful to use lower case for phrases and upper case for sections. (e.g. ab ABA, etc.). Distinguishes forms in music of varied cultures.
Grades 9-12 6.2 Describe specific music events in a given aural example, using appropriate terminology. **Focus**: Apply analytical skills to provide comprehensive description of music.	Describes verbally and in writing a variety of events, such as entry of instruments, change of meter, repeats, etc. **[*Analyzing] [*Classifying]**
6.3 Analyze aural examples of a varied repertoire of music. **Focus**: Discern specific aspects of formal construction.	Identifies and describes *fugal entrances. **[*Analyzing]** Identifies *chromatic modulations and developmental devices in music of diverse *genres and cultures. **[*Analyzing]** Identifies and describes *monophonic, *homophonic, and *polyphonic *textures.
Grades 9-12 6.4 Demonstrate an extensive knowledge of the technical vocabulary of music. **Focus**: Express detailed understanding of music with clarity and accuracy.	Uses appropriate terminology to describe music, music notation, instruments, voices and performances. **TEACHER NOTE:** Students are continuing to strengthen the foundation of music terminology acquired in earlier grades. Efforts should be made to make relevant as many terms as possible by applying them to literature, warm-ups and technical exercises.

MUSIC

GOAL 6: **The student will listen to, analyze, and describe music.**
(National Standard 6)

Objective	**Implications for Learning and Teaching**
Grades 9-12	
6.5 Identify and describe sounds from a wide variety of sources.	
Focus:	
Understand voice classifications.	Demonstrates recognition of voice classifications (child-treble, •cambiata, adult-•soprano, •alto, •tenor, and •bass).
Respond verbally and visually to solo and ensemble sounds.	Verbally indicates recognition of difference between one voice/instrument and many voices/instruments.
Respond in different ways to varied instrumental sounds.	Describes verbally and in writing sounds of instruments from other cultures.
Identify differences in the various orchestral instrument families.	Visually and verbally recognizes and describes differences within and among standard orchestral instrument families (strings, brass, woodwinds, and percussion).
Respond in different ways to varied instrumental sounds.	Identifies a wide range of instrumental sounds by sound and sight using verbal and pictorial labels.
Grades 9-12	
6.6 Identify and explain a variety of compositional devices and techniques.	
Focus:	
Discern specific differences in composers approaches to different musical problems.	Identifies ways unity and variety are achieved in musical examples. Explains the musical means used to express tension and release. Compares the use of compositional devices and techniques in two or more examples of music.

GOAL 7: **The student will evaluate music and music performances.**
(National Standard 7)

Objective	Implications for Learning and Teaching
Grades K-2	* = term explained in glossary - Appendix A. Bold-faced words enclosed in [ ] are thinking and social skills.
Grades K-2 7.1 Devise and apply criteria for evaluating compositions and performances. **Focus**:	
Demonstrate physical response to changes in music.	Responds to the uses of and changes in musical elements (e.g. *tempo, *dynamics, *articulations etc.) in a composition and/or performance. **[*Comparing] [*Analyzing]**
Respond to emotional qualities of music in a variety of ways.	Moves, draws, uses visuals and verbally describes music expressing a variety of feelings.
Identify significant features of different periods in music.	Uses visuals and verbally describes different characteristics of contrasting cultural periods (e.g. colonial times vs. today). **[*Classifying] [*Ordering]**
Grades K-2 7.2 Explain, using appropriate terminology, personal preferences for specific musical works and styles. **Focus**:	
Articulate preferences.	Uses appropriate terminology to describe preferences.
Identify significant features of music which are personally appealing.	Moves to, draws and verbally describes characteristics which are personally pleasing in various musical examples.

GOAL 7: **The student will evaluate music and music performances.**
(National Standard 7)

Objective	Implications for Learning and Teaching
Grades 3-5	• = term explained in glossary - Appendix A. Bold-faced words enclosed in [ ] are thinking and social skills.
Grades 3-5 7.1 Devise and apply criteria for evaluating performances. **Focus**:	
Clarify understanding of the use of musical elements.	Describes verbally and in writing the ways in which musical elements are used (e.g. •tempo, •dynamics, •articulations, etc.). **[•Comparing][•Analyzing]**
Apply evaluative criteria for emotional expression.	Evaluates music which expresses a variety of moods using movement, drawing, visuals and verbal descriptions.
Apply evaluative criteria for musical performance.	Compares verbally and in writing perceived differences in student performances of the same music. **[•Comparing]** Verbally compares perceived differences in recorded performances of the same music. Verbally compares perceived differences in recorded performances of different arrangements of the same music.
Apply evaluative criteria for diverse cultures and times.	Evaluates, using visuals and verbal description, music which illustrates specific characteristics of a broad range of cultural periods.
Grades 3-5 7.2 Explain, using appropriate terminology, personal preferences for specific musical works and styles. **Focus**:	
Identify and articulate significant features of music which are personally appealing.	Verbally describes characteristics which are personally pleasing in varied musical examples.

GOAL 7: **The student will evaluate music and music performances.**
(National Standard 7)

Objective	Implications for Learning and Teaching
Grades 6-8	* = term explained in glossary - Appendix A. Bold-faced words enclosed in [ ] are thinking and social skills.
Grades 6-8 7.1 Devise and apply criteria for evaluating compositions and performances. **Focus**:	
Determine accuracy of performance.	Critiques performances in relation to notated score. **[*Analyzing] [*Classifying] [*Ordering]**
Apply evaluative criteria for musical performance.	Verbalizes similarities and differences in relation to the performance and the score. Verbally compares subtle differences in recorded performances of the same music. Verbally compares subtle differences in recorded performances of different arrangements of the same music. Compares perceived differences in student performances of the same music. **[*Analyzing] [*Comparing]**
Apply understanding of composers' lives to critique of music.	Verbally describes perceptions of composers intention. Identifies events in the lives of composers that influenced their music.
Grades 6-8 7.2 Refine evaluative criteria and apply them for constructive improvement. **Focus**:	
Determine positive and negative attributes of performance.	Evaluates the effectiveness of own performance and that of others.
Determine positive and negative attributes of musical creations.	Evaluates the effectiveness of own compositions, arrangements and improvisations and those of others.
Draw conclusions from holistic perception of music and performances.	Offers constructive suggestions for improvement of performances and creative works.

MUSIC

GOAL 7: **The student will evaluate music and music performances.**
(National Standard 7)

Objective	Implications for Learning and Teaching
Grades 9-12	* = term explained in glossary - Appendix A. Bold-faced words enclosed in [ ] are thinking and social skills. **TEACHER NOTE:** The intent of this objective is to allow students to develop evaluative abilities through comparison with models. They should be encouraged to avoid imitating these examples in the preparation of their own performances.
Grades 9-12 7.1 Refine evaluative criteria and apply them for constructive improvement. **Focus**:	
Apply evaluative criteria for musical performance.	Critiques performances with and without notated score. Verbalizes about similarities and differences with the score.**[*Analyzing] [*Comparing] [*Ordering]** Critiques own and/or section's contribution to ensemble performance. Critiques own solo performance and that of others. Compares subtle differences in varied performances of the same music.**[*Analyzing] [*Comparing]** Compares subtle differences in varied performances of different arrangements of the same music.
Apply understanding of composers' lives to critique of music.	Verbally describes perceptions of composers intention(s), comparing within genres. Compares music of composers within genres to determine different modes of expression. Identifies personal and historical events in the lives of composers that influenced their music.

GOAL 7: **The student will evaluate music and music performances.**
(National Standard 7)

Objective	Implications for Learning and Teaching
Grades 9-12 7.2 Evaluate musical works by comparing them to similar or exemplary models. **Focus**:	
Apply evaluative criteria to critique musical performance in comparison to a standard.	Uses listening skills to identify pertinent musical characteristics of performances. Examines scores to determine performance indications. Describes similarities and differences between the model and the work or performance being evaluated.

MUSIC

GOAL 8: **The student will understand relationships between music, the other arts, and disciplines outside the arts.**
(National Standard 8)

Objective	Implications for Learning and Teaching
Grades K-2	*= term explained in glossary - Appendix A. Bold-faced words enclosed in [ ] are thinking skills and social skills. **GENERAL NOTE:** The intent of this goal is to relate music to other areas of study and to reinforce a range of understandings across the curriculum. Because of the extent of these connections, the indicators are intended to provide representative examples of these possibilities, but are not designed to be encyclopedic in scope. All areas of the curriculum have skills and content that are specific and vital to learning the discipline. Connections should be made where reasonable and practical, but it is not intended that every aspect of study be integrated.
Grades K-2 8.1 Identify similarities and differences in the meanings of common terms used in the various arts. **Focus**:	
Clarify relationships with patterns.	Relates patterns to each arts area, such as music - call and response, repetition and contrast. dance - beginning, middle, end, curved/angular shape. theatre arts - pantomime. visual art - design, shapes. **[*Restructuring]**
Clarify relationships with symbols.	Relates symbols to each arts area, such as music - iconic and traditional notation, language, movement gestures. dance - body language, gestures, movements. **[*Representing]** theatre arts - oral and written language, body language, movement, gestures. visual art - two-dimensional and three-dimensional techniques, shapes and designs.

GOAL 8: **The student will understand relationships between music, the other arts, and disciplines outside the arts.**
(National Standard 8)

Objective	Implications for Learning and Teaching
Grades K-2 8.1 Identify similarities and differences in the meanings of common terms used in the various arts. (Continued) **Focus**: Clarify relationships with contrast.	Relates contrast to each arts area, such as music - thick-thin, loud-quiet/soft, fast-slow, high-low. dance - locomotor/non-locomotor movement, high-low levels, fast-slow. theatre arts - happy-sad, loud-quiet, locomotor-non-locomotor movement. **[*Restructuring]** visual art - light-dark, warm-cool, positive-negative, thick-thin.
Grades K-2 8.2 Identify ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music. **Focus**: Understand curriculum relationships with patterns.	Relates patterns to other areas of the curriculum, such as music - instrument shapes, music forms, rhythm and melody patterns. math - geometric shapes, organizing numbers, sizes and colors. science - life cycles, weather cycles, seasons, the calendar. language arts - rhymes, picture stories, sequencing. social studies - family organizations, transportation routes.

GOAL 8: **The student will understand relationships between music, the other arts, and disciplines outside the arts.**
(National Standard 8)

Objective	Implications for Learning and Teaching
Grades K-2 8.2 Identify ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music. (Continued) **Focus**:	
Understand curriculum relationships with symbols.	Relates symbols to other areas of the curriculum, such as music - iconic and traditional notation, language, movement, gestures. math - numbers, operations (+, -, etc.), sizes, measurements, weights. science - sizes, weights and measurements, numbers. social studies - transportation, road signs, safety and information signs. language arts - alphabet, punctuation, numbers.
Understand curriculum relationships with contrast.	Relates contrast to other areas of the curriculum, such as music - loud-quiet/soft, high-low, fast-slow. math - add-subtract, large-small, even-odd. science - weather (dry-wet), temperature (hot-cold), like-unlike, light-dark. healthful living - dry-wet, sick-well, hot-cold, tall-short. language arts - long-short, same-different, loud-quiet.

GOAL 8: **The student will understand relationships between music, the other arts, and disciplines outside the arts.**
(National Standard 8)

Objective	Implications for Learning and Teaching
Grades 3-5	*= term explained in glossary - Appendix A. Bold-faced words enclosed in [ ] are thinking skills and social skills.
8.1 Identify similarities and differences in the meanings of common terms used in the various arts. **Focus**:	
Understand interrelationships of culture with other arts areas.	Relates the concept of culture to each arts area, such as music - instruments, oral and written music, movement, language. dance - folk dance, period dance, costumes, mores and customs, music, masks. **[*Analyzing] [*Restructuring]** theatre arts - costumes, language, time periods, architecture and interior design, music, customs and mores, masks. visual art - masks, architecture, fabrics, jewelry, sculpture.
Understand interrelationships of measurement with other arts areas.	Relates the concept of measurement to each arts area, such as music - meters, melodies, intervals, beat and rhythm, duration. dance - time, space, energy, distance, balance, weight. theatre arts - space, time, direction, balance, rhythm. visual art - space, size, proportion, perspective, dimension, color values.

MUSIC

GOAL 8: **The student will understand relationships between music, the other arts, and disciplines outside the arts.**
(National Standard 8)

Objective	**Implications for Learning and Teaching**
Grades 3-5 8.1 Identify similarities and differences in the meanings of common terms used in the various arts. (Continued) **Focus**: Understand interrelationships of line with other arts areas.	Relates the concept of line to each arts area, such as music - melody, *harmonic structure (block and broken chords), rhythm. dance - movement (axial and locomotor), pathways, shape, time. theatre arts - plot, character development, time, action, movement. visual art - straight, curved, angular, connected-disconnected, intersecting lines.
Grades 3-5 8.2 Identify ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music. **Focus**: Understand interrelationships of culture with other curriculum areas.	Relates the concept of culture to other subject areas, such as music - instruments, oral and written music and language. social studies - social skills, mores and customs, language, dialects, political and economic systems, celebrations, traditions, religion. science - climate and weather, natural resources, environment. healthful living - foods, medicines, sanitation.

GOAL 8: **The student will understand relationships between music, the other arts, and disciplines outside the arts.**
(National Standard 8)

Objective	Implications for Learning and Teaching
Grades 3-5 8.2 Identify ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music. (Continued) **Focus**:	
Understand interrelationships of measurement with other curriculum areas.	Relates the concept of measurement to other subject areas, such as music - whole and half-steps, intervals, melodies, duration, beat and rhythm, meter. math - standard units of measurement: liquid-linear, time, currency. language arts - meter in poetry.
Understand interrelationships of line with other curriculum areas.	Relates the concept of line to other subject areas, such as music - melody, *harmonic structure (block and broken chords), rhythm. social studies - time lines, lineup of presidents, societal change, lineages, maps. science - food chain, life lines, growth line.

GOAL 8: **The student will understand relationships between music, the other arts, and disciplines outside the arts.**
(National Standard 8)

Objective	Implications for Learning and Teaching
Grades 6-8	*= term explained in glossary - Appendix A. Bold-faced words enclosed in [ ] are thinking skills and social skills.
Grades 6-8 8.1 Compare in two or more arts how the characteristic materials of each art can be used to transform similar events, scenes, emotions, or ideas into works of art. **Focus**	
Understand how emotions can be expressed in different ways.	Describes how sound in music and movement in dance can be used to transform similar emotions into works of art.
Understand how human interrelationships can be expressed differently in varied arts areas.	Explains, with examples, how human interrelationships in theatre arts and visual stimuli in visual arts can be used for artistic expression of similar ideas.
8.2 Identify ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music. **Focus**:	
Apply language understandings to creation of song lyrics.	Explains, verbally and in writing, the issues involved in setting texts to music.
Apply knowledge of mathematics to understanding the physics of music.	Describes how mathematics is used to determine frequency ratios of intervals. Explains how the number of vibrations affect pitch.
Apply knowledge of human physiology to concerns important to music.	Illustrates the human hearing process and hazards to hearing.
Relates social studies knowledge to development of music history.	Explains, verbally and in writing, examples of social and historical events and movements directly related to or influenced by musical works.

GOAL 8: **The student will understand relationships between music, the other arts, and disciplines outside the arts.**
(National Standard 8)

Objective	Implications for Learning and Teaching
Grades 9-12	*= term explained in glossary - Appendix A. Bold-faced words enclosed in [ ] are thinking skills and social skills.
Grades 9-12 8.1 Explain how elements, artistic processes, and organizational principles are used in similar and distinctive ways in the various arts and cite examples. **Focus:**	
Understand structural elements are used in other arts areas.	Explains and illustrates how the elements are used in each of the arts in similar and specific ways. **[*Comparing]**
Understand the applications of craftsmanship in other arts areas.	Describes with examples, verbally and in writing, how craftsmanship is used in similar and distinctive ways in the various arts.
Understand how form is constructed in other arts areas.	Describes with examples, verbally and in writing, how unity and variety and repetition and contrast are used in similar and distinctive ways in the various arts.
Grades 9-12 8.2 Compare characteristics of two or more arts within a particular historical period or style and cite examples from various cultures. **Focus**:	
Understand cultural and historical influences on form.	Compares, verbally and in writing, how form was approached in art and music of the Baroque period, noting similarities and differences. **[*Analyzing] [*Restructuring]**
Explore contemporary presentation of other arts areas.	Compares and contrasts the presentation of dance, theatre and visual art in the present day, citing the approaches to lighting and staging.

GOAL 8: **The student will understand relationships between music, the other arts, and disciplines outside the arts.**
(National Standard 8)

Objective	Implications for Learning and Teaching
Grades 9-12	
8.3 Explain ways in which the principles and subject matter of various disciplines outside the arts are interrelated with those of music.	
Focus:	
Apply understandings of similarities in music and literature.	Compares the uses of music and literature to convey images, feelings, and meanings. **[*Comparing]**
Explore interrelationships between music and mathematics.	Explains, with examples, the transmission and perception of sound. Describes, verbally and in writing, the physics involved in the tone production of string, wind, and percussion instruments. Understands the *harmonic (*overtone) series and its use in playing string and brass instruments.

GOAL 9: **The student will understand music in relation to history and culture.**
National Standard (9)

Objective	Implications for Learning and Teaching
Grades K-2	*= term explained in glossary - Appendix A. Bold-faced words enclosed in [ ] are thinking skills and social skills.
Grades K-2 9.1 Identify by *genre or style aural examples of music from different historical periods and cultures. **Focus**:	
Respond in varied ways to music from diverse times and places.	Moves to, verbally describes and/or writes about music from varied times and places. **[*Comparing] [*Ordering]**
Determine differences in music of various styles and periods.	Identifies and responds to music representing varied times and places. (e.g. folk, traditional, contemporary, etc.)
Grades K-2 9.2 Describe in simple terms how elements of music are used in music examples from various cultures of the world. **Focus**:	
Determine varied uses of musical elements in different cultures.	Uses visuals, verbally describes and/or writes about elements of music that reflect significant characteristics of various cultures. (e.g. music of the American Indian and African-American.) **[*Comparing] [*Evaluating]**

GOAL 9: **The student will understand music in relation to history and culture.**
National Standard (9)

Objective	Implications for Learning and Teaching
Grades K-2 9.4 Identify and describe roles of musicians in various music settings and in various cultures. **Focus**: Understand how musicians operate in different roles.	Identifies and describes roles of singers and instrumental performers (folk singer, pop singer, jazz drummer, African drummer, conductor, etc.).
Grades K-2 9.5 Demonstrate audience behavior appropriate for the context and style of music performed. **Focus**: Be aware of appropriate concert behavior.	**TEACHER NOTE:** It is important to remind students on an ongoing basis of the need for appropriate behavior at concerts. Students should be led to determine this behavior on each occasion. Demonstrates understanding that style of music and setting determines appropriate behavior. Identifies style of music and setting and determines and demonstrates appropriate behavior (e.g. still and quiet for indoor classical concert, movement and hand-clapping for less formal presentations).
Grades 3-5	*= term explained in glossary - Appendix A. Bold-faced words enclosed in [ ] are thinking skills and social skills.
Grades 3-5 9.1 The student will identify by *genre or style aural examples of music from different historical periods and cultures. **Focus**: Respond in varied ways to music from diverse times and places. Determine differences in music of various styles and periods.	Moves to, verbally describes and/or writes about music from varied times and places. **[*Comparing] [*Ordering]** Identifies and responds to music representing a broad range of times and places (e.g. folk, traditional, contemporary, etc.).

GOAL 9: **The student will understand music in relation to history and culture.**
National Standard (9)

Objective	**Implications for Learning and Teaching**
Grades 3-5 9.2 Describe in simple terms how elements of music are used in music examples from various cultures of the world. **Focus**: Determine how uses of musical elements create distinctive music in different cultures.	Verbally describes, writes about and/or uses visuals to show how uses of the elements of music reflect significant characteristics of a broad range of cultures (e.g. music of the American Indian and African-American). Compares uses of musical elements in selected cultures.
Grades 3-5 9.3 Identify various uses of music in daily experiences and describe characteristics that make certain music suitable for each use. **Focus**: Understand concept of music for specific uses.	Identifies music related to specific uses in daily life (e.g. dances, advertising, worship, orchestra, band, chorus, other ensembles, etc.). **[*Comparing] [*Integrating]**
Determine specific qualities of music intended for different uses.	Describes significant characteristics of music for different uses, noting similarities and differences.
Grades 3-5 9.4 Identify and describe roles of musicians in various music settings and in various cultures. **Focus**: Understand how musicians operate in different roles.	Identifies, verbally describes and/or writes about differing roles of composer, conductor, performer and listener.

GOAL 9: **The student will understand music in relation to history and culture.**
National Standard (9)

Objective	Implications for Learning and Teaching
Grades 3-5	
9.5 Demonstrate audience behavior appropriate for the context and style of music performed.	**TEACHER NOTE:** It is important to remind students on an ongoing basis of the need for appropriate behavior at concerts. Students should be led to determine this behavior on each occasion.
Focus:	
Be aware of appropriate concert behavior.	Demonstrates knowledge of appropriate times for applause. Demonstrates knowledge of appropriate times to respond (verbally, physically) and to remain quiet.
Grades 6-8	*= term explained in glossary - Appendix A. Bold-faced words enclosed in [ ] are thinking skills and social skills.
Grades 6-8	
9.1 Identify by *genre or style aural examples of music from different historical periods and cultures.	
Focus:	
Respond in varied ways to music from diverse times and places.	Moves to, verbally describes and/or writes about music from varied times and places. **[*Comparing] [*Ordering]**
Determine differences in music of diverse genres and styles.	Identifies and responds to music representing varied *genres and styles (e.g. folk, traditional, contemporary, etc.).
Determine differences in music of diverse historical periods.	Identifies and responds to music representing varied historical periods. **[*Analyzing] [*Comparing]**
Grades 6-8	
9.2 Describe distinguishing characteristics of representative music genres and styles from a variety of cultures.	
Focus:	
Be aware of differing characteristics of cultures and cultural periods.	Verbally describes, writes about and/or uses visuals to illustrate specific characteristics of music from various cultures.

GOAL 9: **The student will understand music in relation to history and culture.**
National Standard (9)

Objective	**Implications for Learning and Teaching**
Grades 6-8 9.3 Classify by genre and style a variety of musical works. **Focus**:	
Understand varied genres and styles within genres.	Identifies, verbalizes and/or writes about varied genres of music (musicals, opera, folk music, symphonies, Dixieland, etc.). Identifies, verbalizes and/or writes about styles within genres. (Broadway musicals, e.g. George M. Cohan, Rodgers and Hammerstein, Andrew Lloyd Webber, etc.).
Grades 6-8 9.4 Identify various uses of music in daily experiences and describe characteristics that make certain music suitable for each use. **Focus**:	
Determine functional uses of music in daily life.	Identifies, verbalizes and/or writes about the functional uses of music and its effect on daily life (Muzak, relaxation, patriotic, religious, music for active and passive listening, shifts of mood, etc.). **[*Analyzing] [*Comparing]**
Be aware of distinguishing characteristics of music for different uses.	Identifies, verbalizes and/or writes about the distinguishing characteristics of music for different uses (easy listening, emotional music, patriotic, background music, etc.).

MUSIC

GOAL 9: **The student will understand music in relation to history and culture.**
National Standard (9)

Objective	**Implications for Learning and Teaching**
Grades 6-8	
9.5 Compare, in several cultures of the world, functions music serves, roles of musicians, and conditions under which music is typically performed.	
Focus:	
Understand functions of music in various cultures.	Identifies, verbalizes and/or writes about the functions music serves in various cultures (e.g. drums for communication, music for weddings, funerals, etc.).
Understand differing roles of musicians.	Identifies, verbalizes and/or writes about the roles of musicians (e.g. American Indian medicine rituals, etc.).
Determine conditions under which music is typically performed	Compares conditions under which music is typically performed (bullfights, football games, strolling musicians, etc.).
Grades 6-8	
9.6 Demonstrate audience behavior appropriate for the context and style of music performed.	**TEACHER NOTE:** It is important to remind students on an ongoing basis of the need for appropriate behavior at concerts. Students should be led to determine this behavior on each occasion.
Focus:	
Understand appropriate concert behavior.	Demonstrates knowledge of appropriate times for applause.
Understand how to determine appropriate times for different behaviors.	Demonstrates knowledge of appropriate times to respond (verbally, physically) and to remain quiet.

MUSIC

GOAL 9: **The student will understand music in relation to history and culture.**
National Standard (9)

Objective	**Implications for Learning and Teaching**
Grades 9-12	*= term explained in glossary - Appendix A. Bold-faced words enclosed in [ ] are thinking skills and social skills.
9.1 Identify and explain the features of a given musical work that define its genre and style and its historical or cultural context.	
Focus:	
Understand varied styles of music.	Identifies by style and verbally describes various musical examples (e.g. rock, gospel, classical, jazz, etc.). **[*Analyzing] [*Comparing]**
Understand stylistic differences within genres.	Identifies genre and style of an unfamiliar musical work.
Organize knowledge of history, genre and style.	Applies knowledge of *genre and style of unfamiliar musical work to determine its historical and/or cultural context.
Grades 9-12	
9.2 Describe distinguishing characteristics of representative music genres and styles from a variety of cultures.	
Focus:	
Apply historical understanding of genres.	Identifies sources of given musical genres. Traces evolution of given musical genres.
Relate work of specific musicians to musical genres.	Identifies, verbalizes and writes about well-known musicians associated with given musical genres. **[*Recalling] [*Elaborating]**
Grades 9-12	
9.3 Classify by genre and style.	**TEACHER NOTE:** Music repertoire should exemplify quality and be representative of various styles and historical periods.
Focus:	
Knowledge of varied music repertoire.	

MUSIC

GOAL 9: **The student will understand music in relation to history and culture.**
National Standard (9)

Objective	**Implications for Learning and Teaching**
Grades 9-12 9.4 Identify various uses of music in daily experiences and describe characteristics that make certain music suitable for each use. **Focus**:	
Apply understanding of his/her own musical culture to develop preferences.	Expresses preferences/makes choices of participation in musical activities based on own culture and background.
Grades 9-12 9.5 Identify various roles that musicians perform. **Focus**:	
Be aware of differing roles of musicians.	Identifies, verbalizes and/or writes about representative individuals in different musical roles.
Understand activities and achievement of different musicians.	Describes activities and achievements of representative individuals in different musical roles. **[*Recalling] [*Analyzing] [*Elaborating]**
Grades 9-12 9.6 Demonstrate audience behavior appropriate for the context and style of music performed.	**TEACHER NOTE:** It is important to remind students on an ongoing basis of the need for appropriate behavior at concerts. Students should be led to determine this behavior on each occasion.
Focus:	
Understand appropriate concert behavior.	Demonstrates knowledge of appropriate times for applause.
	Demonstrates knowledge of appropriate times to respond (verbally, physically) and to remain quiet. **[*Recalling] [*Inferring]**

GOAL 10: **The student will demonstrate the ability to make informed decisions as a consumer of music.**

Objective	Implications for Learning and Teaching
Grades K-2	*= term explained in glossary - Appendix A. Bold-faced words enclosed in [ ] are thinking skills and social skills. **TEACHER NOTE:** Since students learn from their models, musical examples should consist of exemplary performances by students, adults and/or professional musicians.
Grades K-2 10.1 Develop an understanding that quality in music depends on the music itself, and/or the way in which it is performed. **Focus**:	
Observe uses of musical elements in familiar melodies.	Moves, draws and describes overall effect of the musical elements on familiar melodies. **[*Recalling] [*Analyzing]**
Grades K-2 10.2 Demonstrate an understanding that quality in music equipment depends on the materials of which it is made and the way in which it is constructed. **Focus**:	
Understand relationship between quality of sounds and sound sources.	Moves, associates visuals with, and verbalizes about differences in quality among various sound sources.
Develop aural perception skills.	Observes differences in quality of musical sound while performing with traditional classroom instruments, student-made instruments and naturally-occurring sound sources.
Grades K-2 10.3 Demonstrate an understanding that knowledge is essential to evaluate quality. **Focus**:	
Understand the importance of knowledge about sound sources for evaluation of quality.	Verbalizes about differences in vocal sound and in construction of various sound sources. **[*Analyzing] [*Comparing]**

GOAL 10: **The student will demonstrate the ability to make informed decisions as a consumer of music.**

Objective	**Implications for Learning and Teaching**
Grades K-2 10.4 Demonstrate an understanding that informed decisions should be based on appropriate knowledge. **Focus**:	
Relate knowledge to development of personal preferences.	Verbalizes about how pertinent knowledge can be used to make informed decisions.
Grades 3-5	*= term explained in glossary - Appendix A. Bold-faced words enclosed in [ ] are thinking skills and social skills. **TEACHER NOTE:** Since students learn from their models, musical examples should consist of exemplary performances by students, adults and/or professional musicians.
Grades 3-5 10.1 Demonstrate an understanding that quality in music depends on the music itself, and/or the way in which it is performed. **Focus**:	
Perceive differences in use of musical elements.	Creates visuals, moves, and describes overall effect of the musical elements on familiar melodies.
Observe result of changes in musical elements.	Moves, draws, responds to visuals and/or verbally describes differences in effect from changes in musical elements (e.g. tempo, dynamics, articulations, etc.).
Observe and compare differences in recorded performances of compositions and arrangements.	Verbally compares perceived differences in recorded performances of the same composition. **[*Analyzing] [*Comparing]** Verbally compares perceived differences in recorded performances of different arrangements of the same composition.

MUSIC

GOAL 10: **The student will demonstrate the ability to make informed decisions as a consumer of music.**

Objective	Implications for Learning and Teaching
Grades 3-5	
10.2 Demonstrate an understanding that quality in music equipment depends on the materials of which it is made and the way in which it is constructed.	
Focus:	
Perceive differences in sound quality from varied sound sources.	Identifies differences in quality among various sound sources through movement, visualization, verbalizing and writing.
Relate qualities of musical sounds to their sources.	Compares differences in quality of musical sound while performing with traditional classroom instruments, student-made instruments and naturally-occurring sound sources. **[*Comparing]**
Grades 3-5	
10.3 Demonstrate an understanding that knowledge is essential to evaluate quality.	
Focus:	
Relate qualities of musical sounds to construction and/or makeup of their sources.	Verbalizes about differences in construction and/or potential effectiveness (range, pitch variation, *vibrato, etc.) of various sound sources.
Apply knowledge of music to observation of performance.	Verbalizes about differences in the class's and professionally-recorded performances. Uses appropriate vocabulary to describe differences.
Grades 3-5	
10.4 Demonstrate an understanding that informed decisions should be based on appropriate knowledge.	
Focus:	
Relate knowledge to development of opinions.	Verbalizes and writes about how pertinent knowledge can be used to make informed judgments.

GOAL 10: **The student will demonstrate the ability to make informed decisions as a consumer of music.**

Objective	Implications for Learning and Teaching
Grades 6-8	*= term explained in glossary - Appendix A. Bold-faced words enclosed in [ ] are thinking skills and social skills. **TEACHER NOTE:** Since students learn from their models, musical examples should consist of exemplary performances by students, adults and/or professional musicians.
Grades 6-8 10.1 Demonstrate an understanding that quality in music depends on the music itself, and/or the way in which it is performed. **Focus**:	
Apply knowledge and observation skills to musical performance.	Critiques verbally and/or in writing the overall effects of a musical performance.
Compare score to performance.	Critiques performances in relation to notated score. Verbalizes about similarities and differences with the score.
Observe and compare differences in recorded performances of compositions and arrangements.	Verbally compares perceived differences in recorded performances of the same composition. Verbally compares perceived differences in recorded performances of different arrangements of the same composition.**[*Comparing] [*Analyzing]**

MUSIC

GOAL 10: **The student will demonstrate the ability to make informed decisions as a consumer of music.**

Objective	Implications for Learning and Teaching
Grades 6-8	
10.2 Demonstrate an understanding that quality in music equipment depends on the materials of which it is made and the way in which it is constructed.	
Focus:	
Perceive differences in sound quality from varied sound sources.	Verbalizes and/or writes about subtle differences in quality among various sound sources.
Relate qualities of musical sounds to their sources.	Compares and contrasts quality of traditional classroom instruments, student-made instruments, naturally-occurring sound sources, standard acoustic instruments, electronic keyboards, etc.
Observe quality of sound reproduced by electronic means.	Verbalizes and/or writes about differences in equipment used to reproduce music (e.g. CD players, tape decks, etc.).
Grades 6-8	
10.3 Demonstrate an understanding that knowledge is essential to evaluate quality.	
Focus:	
Relate qualities of musical sounds to construction and/or design of their sources.	Verbalizes and/or writes about differences in construction and/or potential effectiveness of sound equipment (microphones, recorders, amplifiers, speakers, etc.).
Compare capabilities of equipment.	Verbalizes and writes about various features of equipment.

MUSIC

GOAL 10: **The student will demonstrate the ability to make informed decisions as a consumer of music.**

Objective	Implications for Learning and Teaching
Grades 6-8	
10.4 Demonstrate an understanding that informed decisions should be based on appropriate knowledge.	
Focus:	
Apply knowledge of musical vocabulary.	Uses appropriate vocabulary to describe similarities and differences.
Relate knowledge to development of opinions.	Verbalizes and writes about how pertinent knowledge can be used to make informed judgments.
	Applies knowledge to make informed decisions about music and music equipment.
Grades 9-12	*= term explained in glossary - Appendix A. Bold-faced words enclosed in [ ] are thinking skills and social skills. **TEACHER NOTE:** Since students learn from their models, musical examples should consist of exemplary performances by students, adults and/or professional musicians.
Grades 9-12	
10.1 Demonstrate an understanding that quality in music depends on the music itself, and/or the way in which it is performed.	
Focus:	
Apply knowledge and observation skills to assess musical performance.	Critiques verbally and/or in writing the overall effects of a musical performance.
Observe and compare differences in performances of compositions and arrangements.	Verbally compares subtle differences in varied performances of the same work or of different arrangements.
Analyze component parts of performance.	Critiques own and/or section's contribution to ensemble performance. **[*Inferring]**
Compare score to performance.	Critiques performance with and without notated score. Verbalizes about similarities and differences. **[*Analyzing]** **[*Comparing]**

GOAL 10: **The student will demonstrate the ability to make informed decisions as a consumer of music.**

Objective	Implications for Learning and Teaching
Grades 9-12	
10.2 Demonstrate an understanding that quality in music equipment depends on the materials of which it is made and the way in which it is constructed.	
Focus:	
Perceive differences in sound quality from varied sound sources.	Verbalizes and writes about subtle differences in quality among various sound sources.
Relate qualities of musical sounds to their sources.	Compares and contrasts quality of traditional classroom instruments, student-made instruments, naturally-occurring sound sources, standard acoustic instruments, electronic keyboards, etc.
Observe quality of sound reproduced by electronic means.	Verbalizes and writes about compatibility of electronic equipment.
Grades 9-12	
10.3 Demonstrate an understanding that knowledge is essential to evaluate quality.	
Focus:	
Relate qualities of musical sounds to construction and/or design of their sources.	Verbalizes about differences in construction and/or potential effectiveness of sound equipment (e.g. microphones, amplifiers, speakers, etc.).
Develop appropriate music vocabulary.	Uses an expanded vocabulary needed to include specific terms.

GOAL 10: **The student will demonstrate the ability to make informed decisions as a consumer of music.**

Objective	Implications for Learning and Teaching
Grades 9-12	
10.4 Demonstrate an understanding that informed decisions should be based on appropriate knowledge.	
Focus:	
Relate knowledge to development of opinions.	Verbalizes about how pertinent knowledge can be used to make informed judgments. Applies knowledge as a consumer to make informed decisions concerning all phases of music. Applies knowledge to make informed judgments about specific desired features and uses of equipment.
Understand operation and potential of MIDI and use of computers for music.	Applies knowledge as a consumer to make informed decisions about computer technology and *MIDI applications.

Appendix A

MUSIC GLOSSARY

AB. A form made up of two contrasting sections, each of which may or may not be repeated.

ABA. A form made up of a principal section which is repeated after the completion of a contrasting section.

A Cappella. Unaccompanied vocal music.

Accelerando. Gradually increasing in the velocity of movement. Faster.

Accent. > ∧ A stress or emphasis on a given note to mark its position in the measure or its relative importance in the composition.

Acoustic Instruments. Traditional musical instruments which produce sound and amplify it by natural means (piano, guitar, trumpet, etc.) as opposed to instruments which produce and amplify sound electronically (synthesizers, sound modules, etc.).

Alla Breve (cut time). ¢ Meter in which a measure consists of two beats and a half note has the value of one beat.

Allegro. A rapid, vivacious movement, literally "happy."

Alto. The lowest female voice or unchanged boy's voice.

Analyzing. Clarifying information by examining parts and relationships.

Andante. An easily flowing movement in moderate time, literally a "walking" speed.

Arpeggio. Playing or singing the notes of a chord consecutively as on a harp.

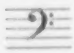
Arranging. Resetting music for other instruments or voices or for another style of performance than that for which it was originally written.

Articulation. In performance, the characteristics of attack and decay of tones and the manner and extent to which tones in sequence are connected or disconnected.

Balance. The state of equilibrium where all the component parts of the music create a unified whole.

Bass. The male voice with the lowest range. Also the lowest instrumental voices.

Bass Clef. Symbol placed on the five-line staff in traditional notation indicating the pitch of the notes and locating F on the fourth line from the bottom.



Blend. The combination or mixing of voices and instruments so that no one is distinguishable from the group sound.

Body percussion. Sounds produced by use of the body, i.e. clap, snap, slap, tap, stamp, whistle, etc.

Breath Control. The ability to direct the breathing mechanism to provide a well-regulated supply of air to the vocal chords or a wind instrument.

By Ear. The ability to play or sing either intuitively or analytically without the use of a printed score.

Call and Response. A song style that follows a simple question-and-answer pattern in which a soloist leads and a group responds.

Cambiata. The adolescent boy's changing voice, usually having a range limited to several notes above and below middle C.

Chest register. The lowest register of the voice. It often feels as if the tone is vibrating in the chest.

Chord. Three or more different tones played or sung at the same time.

Chromatic Modulation. The process of changing from one *key to an unrelated *key in a composition.

Chromatic scale. A scale consisting of successive half-steps.

Classifying. Grouping entities on the basis of their common relationships.

Classroom Instruments. Instruments typically used in the general music classroom, including, for example, recorder-type instruments, autoharps, mallet instruments, simple percussion instruments, *fretted instruments, keyboard instruments, and electronic instruments.

Clef. A character used to determine the name and pitch of the notes on the *staff to which it is prefixed.

Coda. A few measures or a section added to the end of a piece of music to make a more effective ending.

Collaboration. A social skill involving working together with one or more persons.

Common Time. 𝄴 Meter in which a measure consists of four beats and a quarter note has a value of one beat.

Comparing. Noting similarities and differences between or among entities.

Composition. The act of inventing or creating music or the result of this creation.

Compound meter. Meter which includes six or more beats in a measure and contain two or more principal accents.

Concert March. A march written for wind and/or stringed instruments intended to be performed in a concert setting rather than to accompany a parade or procession.

Conjunct motion. Stepwise melodic movement.

Counter Melody. An alternate melody sung along with and as a companion to the main melody.

Crescendo. Gradual increase in volume. 𝆒

Cue. A signal given by the director of an ensemble indicating when a performer or group of performers is to begin either at the beginning of the music or after they have concluded a section at rest. It also indicates tempo and dynamics.

Cut Time. Same as *alla breve

Decrescendo. Gradual decrease in volume. 𝆓

Descant. A vocal part or parts added above the highest part and intended to be performed by *treble voices along with the ensemble.

Developmentally-appropriate. An ability which is typical of the average student at a given age.

Diction. The degree of clarity and distinctness of pronunciation in speech or singing.

Disjunct motion. Melodic movement involving skips between notes.

Dotted half note. In traditional notation, adding a dot after a note increases its value by half. E.g., since a half-note is frequently given two beats, a dot after it gives it three.

Dynamics. Degrees of loudness.

Elaborating. Adding details, explanations, examples, or other relevant information from prior knowledge.

Electronic media. Synthesizers, drum machines, sound modules, and the like, producing sounds through electronic circuits from information encoded on microchips.

Elements of music. Pitch, rhythm, harmony, *dynamics, *timbre, texture, *form, *tempo.

Embouchure. The formation of the lips brought into contact with the mouthpiece of a flute, oboe, horn or other wind instrument.

Enunciation. Singing and/or speaking with distinct vowels and consonants.

Environmental sounds. Sounds that naturally occur in the environment or which can be produced from materials found in the environment.

Evaluating. Assessing the reasonableness and quality of music according to given criteria.

Expression. The quality in a composition or performance which appeals to judgment, taste or feelings and which portrays the intent of the composer.

Falsetto. The male *head-voice as distinguished from the *chest voice. A false or artificial voice. The part of a person's voice that lies above its natural range.

Fermata. 𝄐 A pause or hold of variable length determined by the performer or conductor.

Form. The overall structural organization of a music composition (e.g., ab, aba, call and response, rondo, theme and variations, sonata-allegro) and the interrelationships of music events within the overall structure.

Forte. *f* Loud or strong.

Focusing. Attending to selected pieces of information and ignoring others.

Fretted instruments. Instruments with frets (strips of material across the fingerboard allowing the strings to be stopped at predetermined locations), such as guitar, ukulele, and sitar.

Genre. A type or category of music (e.g., sonata, opera, oratorio, art song, gospel, suite, jazz, madrigal, march, work song, lullaby, barbershop, Dixieland.)

Graphic Notation. The use of various symbols, colors and shapes to indicate the melody and rhythm of a composition.

Head register. The highest register of the voice

Heavy Mechanism. Commonly used term interchangeable with chest register.

Half step. The closest pitch above or below any given pitch on the keyboard, such as C to C# or F to E.

Harmony. Two or more tones sounding together.

Harmonic Series. One of a series of faint higher tones generated when any one tone is sounded.

Home Tone. Commonly-used term for the first or key-tone of any scale. Same as tonic.

Homophonic. A texture in which a melodic line is supported by chords.

Icons. Graphic representations indicating pitch or rhythm used in lieu of or along with traditional symbols for these elements.

Improvise. To create music spontaneously.

Inferring. A thinking skill which enables the user to go beyond available information to identify what reasonably may be true.

Integrating. Connecting or combining information.

Interlude. A short musical piece inserted between the parts of a longer composition.

Interval. The distance between any two pitches and/or notes.

Intonation. The degree to which pitch is accurately produced in performance, particularly among the players or singers in an ensemble.

Introduction. A preliminary section of a musical composition.

Key. The basic *scale and *tonality of a composition.

Key signature. The sharps (♯) or flats (♭) placed at the beginning of a composition or line of music denoting the scale on which the music is based.

Legato. Smooth and connected, *lit.* "bound together."

Level of Difficulty. Music is generally classified into six levels of difficulty:

Level 1 - Very easy. Easy keys, *meters, and rhythms; limited ranges.

Level 2 - Easy. May include changes of tempo, key, and meter; modest ranges.

Level 3 - Moderately easy. Contains moderate technical demands, expanded ranges, and varied interpretative requirements.

Level 4 - Moderately difficult. Requires well-developed *technical skills, attention to phrasing and interpretation, and ability to perform various meters and rhythms in a variety of keys.

Level 5 - Difficult. Requires advanced technical and interpretive skills; contains key signatures with numerous sharps or flats, unusual meters, complex rhythms, subtle *dynamic requirements.

Level 6 - Very difficult. Suitable for musically mature students of exceptional competence.

Light Mechanism. Commonly used term interchangeable with head register.

Major scale. A scale built on the formula of an ascending pattern of two *whole steps, one *half step, three whole steps, one half step.

Marcato. Emphasized. Heavily accented. well-pronounced.

Meter. The grouping in which a succession of rhythmic pulses or beats is organized, indicated by a meter signature at the beginning of a work.

Meter signature. An indication of the *meter of a musical work, usually presented in the form of a fraction, the lower number of which indicates the unit of measurement and the upper number of which indicates the number of units that make up a measure.

Mezzo-Forte ***mf*** Medium loud.

Mezzo-Piano. ***mp*** Medium soft.

MIDI. Acronym for Musical Instrument Digital Interface. Standard specifications that enable electronic instruments such as the synthesizer, sampler, sequencer, and drum machine from any manufacturer to communicate with one another and with computers.

Minor scale. A scale built on a formula of an ascending pattern of *whole step, *half step, whole, whole, half, whole, whole.

Monophonic. A texture featuring a single unaccompanied melodic line.

Observing. Obtaining information through one or more of the senses.

Octave. An interval, such as C to C, above or below, made up of twelve half steps.

Ordering. Sequencing entities according to a given criterion.

Ostinato. A continually recurring rhythmic or melodic pattern.

Overtone Series. Same as Harmonic series.

Partner Songs. Two or more songs that can be sung at the same time to create harmony.

Pentatonic scale. Any five-tone scale. Often used as a scale similar to the pattern of the black keys on the piano.

Percussive Sounds. Any sounds produced by striking, shaking and/or scraping.

Phrasing. Dividing musical sentences into melodic and/or rhythmic sections, similar to the effect of punctuation in language.

Piano. *p* Soft.

Pitch. The highness or lowness of a tone, as determined by the frequency of vibrations per second.

Pitch Numbers. The numbers 1 through 8 associated with the tones of the scale to assist in music reading and in ear training.

Polyphonic. A texture in which two or more melodies sound at the same time.

Pronunciation. The act or manner of articulating speech.

Pulse. The regular, rhythmic unit of time.

Question and answer. A formal structure where each successive phrase or section is formed as a response to the preceding one.

Recalling. Activating prior knowledge for use in a given situation.

Representing. Changing the form of existing knowledge structures to incorporate new information.

Restructuring. Recasting ideas to incorporate new information.

Rhythm. The organization of sound in time; the temporal quality of sound.

Ritardando. Gradually slowing the tempo.

Rondo. A form based on alternation between a repeated section (A) and contrasting episodes (B and/or (C) ABACABA.

Round. A composition for two or more voices in which one voice enters after another in exact imitation of the first.

Rubato. A variation of rhythm where a portion of the time from one note is given to another to create more freedom of expression.

Scale. A sequence of tones, usually within an *octave, used as the basis of a composition.

Score. A notation showing all the parts of a musical composition.

Sforzando. ***sf*** Forcing, i.e., with a sudden and strong accent on a single note or chord.

Simple meter. Meter which includes two, three or four beats in a measure and has one principal accent.

Slur. To perform two or more notes *legato. Also, a curved line placed above or below two or more notes of different pitch to indicate that they are to be performed in legato style.

Sonata-Allegro Form. A form made up of an opening section called the exposition in which major themes are presented, a middle section called the development in which thematic material undergoes a variety of alterations, and a third section called the recapitulation in which the material of the exposition is restated.

Soprano. The highest female voice.

Staccato. Detached sounds, indicated by a dot over or under a note. The opposite of *legato.

Staff. The five parallel lines on which music is written.

Standard notation. Music written on one or more *staves, using traditional note symbols and *clefs to indicate pitch locations.

Staves. Plural of staff.

Style. The distinctive or characteristic manner in which the *elements of music are treated. In practice, the term may be applied to, for example, composers (the style of Copland), periods (Baroque style), media (keyboard style), nations (French style), *form or type of composition (fugal style, contrapuntal style), or *genre (operatic style, bluegrass style).

Symbolic Notation. The system of expressing musical sounds through the use of written symbols called notes.

Syncopation. A temporary shifting of the accent in music so that the stress falls between the strong beats.

Technical accuracy, technical skills. The ability to perform with appropriate *timbre, *intonation, and *diction and to play or sing the correct pitches and rhythms.

Tempo. The speed of the beat in music.

Tenor. The highest male voice.

Tenuto. Holding or sustaining a note for its full value or, on occasion, longer than its given value.

Tessitura. The general position of the pitch of a composition, denoting whether a given passage is relatively high or low.

Texture. The number of simultaneous sounding lines. The manner in which horizontal pitch sequences are organized (*homophonic - *monophonic - *polyphonic).

Theme and variations. A compositional form where an initial theme is stated and each section thereafter is a modification of that theme.

Timbre. The character or quality of a sound that distinguishes one instrument, voice, or other sound source from another.

Tonality. The term used to describe the organization of the melodic and harmonic elements to give a feeling of a key center or a tonic pitch.

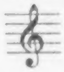
Tonal Syllables. Syllables used to facilitate reading and singing of the scale. The commonly-used syllables are do, re, mi, fa, sol, la, ti, and do. The practice of reading and singing with syllables is also known as solfège.

Tone Production. The manner of producing musical tones. In vocal music, it involves the coordination of breath support, resonance of the tone and vowel and consonant sounds. In wind instruments, it involves the coordination of breath support, tonguing and embouchure. In stringed instruments, it involves the varied uses of the bow and finger movement, such as vibrato.

Tonic. The first tone or key-tone of any scale.

Traditional notation. Commonly-used term equivalent to standard notation.

Treble. The upper part. Sung pitches generally above middle C.

Treble Clef. Symbol placed on the five-line staff in traditional notation indicating the pitch of the notes and locating G on the second line from the bottom. 

Two-Part Songs. Songs written for performance by two distinct voices.

Unison. Singing or playing the same notes by all singers or players, either at exactly the same pitch or in a different *octave.

Vibrato. A slight wavering or pulsating of a tone in singing or playing an instrument.

Whole step. A distance of two *half steps in the same direction, such as between C and D or F# and E.

Whole Tone Scale. A scale made up entirely of whole tones (whole steps).

Appendix B

BIBLIOGRAPHY

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THEATRE ARTS K-12

PURPOSE AND OVERVIEW

Purpose

Theatre arts in the public schools teaches the basic skills, thinking skills and personal qualities which:

- develop an understanding of the ideas, attitudes, beliefs, and feelings of diverse people in different times throughout history as communicated through literature and theatre.
- employ techniques for teaching and learning through developmental processes and activity-oriented methods.
- promote higher level critical and creative thinking skills, problem recognition and problem solving, intuition, examination and implementation of conflict resolution, and the learning of reading, writing, math and other areas of the curriculum.
- assist in focusing the emotions for controlled use, strengthening the imagination for creative self-expression, disciplining the voice and body for purposeful use, expanding intellectual horizons to include aesthetic awareness, and providing a basic understanding and critical appreciation of all the theatre arts.
- involve making connections between theatre arts and other art forms, other curriculum areas, dramatic media, and the related use of technology including numbers and data.
- provide an intense study of what playwrights seek to convey and how this is intensified through theatrical production thus, giving students insights into countless aspects of the diverse and changing world.
- include the reading, viewing, listening, researching, writing, speaking, preparing to perform, performing, and directing of traditional and experimental theatrical forms, as well as, the accompanying aspects of technical production.
- engage students in the creative process and the practical application of theatre techniques (such as observing, considering possibility, and communicating) which students can use in studying other areas of the curriculum and for life-long learning.
- and enable students to function and communicate more proficiently, work independently as a member of a team, to value the individual contributions of others, and to learn virtually any subject matter in a more dynamic way.

Basis

Theatre, the imagined and enacted world of human beings, is one of the primary ways children at an early age learn about life - about actions and consequences, about customs and beliefs, about others and themselves. They learn through their social pretend play and from hours of viewing television and film. Children use pretend play as a means of making sense of the world; they create situations to play and assume roles; they interact with peers and arrange environments to bring their stories to life; they direct one another to bring order to their drama, and they respond to one another's dramas. In other words, children arrive at school with rudimentary skills as playwrights, actors, designers, directors, and audience members; theatre education should build on this foundation. This framework assumes that theatre arts education will start with and have a strong emphasis on improvisation, which is the basis of social pretend play.

Sequence

In an effort to create a seamless transition from the natural skills of pretend play to the study of theatre, this framework integrates the several aspects of the art form: script writing, acting, designing, directing, researching, comparing art forms, analyzing and critiquing, and understanding context. Because of the broad base of knowledge and skills involved in creating, responding to, and performing in theatre arts, experiences and learning must evolve in a sequential manner. Every area of study in theatre arts must be developed in this logical way for students to be able to understand and participate to the best of their ability at each ensuing level of comprehension and refinement. Furthermore, this framework is designed and organized so that teachers of students arriving at a grade level for which they lack prior training may incorporate developmentally appropriate learning sequences from an earlier level.

Grades K-2

In the primary grades K-2, students begin theatre arts with a sequence of creative activities. Through experiential learning, students participate in speaking, moving, creating, doing, and evaluating activities. All of these help develop thinking and learning skills, promote self-expression, and foster the ability to interact with and be tolerant of others. Inherent in this process is the development of personal discipline, greater confidence, and the skills and ability to make decisions and think critically. Students are placed in situations where creative abilities become apparent, can be nurtured by the teacher, and used by the students. These situations naturally lead students to begin realizing their creative potential and experimenting with their abilities in a teacher-created and facilitated, nonthreatening learning atmosphere. A student's reasonable attempt to follow through with the process and complete the activity is considered to be the measure of success.

Grades 3-5

Initially in elementary grades 3-5, teachers guide students to develop group skills. Importance is placed on helping children feel capable and free to become involved in classroom drama activities and to interact in a socially productive way with peers. Participation in creative drama activities encourages listening, risk-taking, observing, concentrating, following directions, and communicating by means of controlled verbal and physical responses. These activities are used as a teaching tool with pantomime, role playing, improvisation, movement exercises and exploration, sense awareness exercises, characterization, group theatre games, and other similar activities.

As students progress through the elementary grades, emphasis is placed on developing greater awareness of their world and more specific skills applicable to the theatrical process. Students are given more individual responsibility and are encouraged to contribute ideas, make decisions, and provide direction to others in controlled situations. Creative drama activities become more complex and demanding. The teacher may choose to use children's literature, both prose and poetry, for dramatic adaptations or as a context for creative drama activities. Curriculum integration is easily accomplished through creative drama activities and provides students with an opportunity to use both writing and computer skills in relevant, expressive and creative ways. Some basic acting and technical theatre skills relative to theatrical presentation are introduced, allowing students to share their own work or participate in the work of other playwrights.

Presentations are an option to be considered by the elementary teacher as the natural culmination of a creative process, rather than an artificially imposed requirement. Emphasis must be on student learning and positive reaction, rather than on trying to impress adults. Theatre is often referred to as a shared experience between actors and an audience, therefore, student pride and development in sharing theatre is what makes performance worthwhile. The complexity or formality of any theatrical performance should be dependent upon the comfort level, enthusiasm and willingness of both the students and the teacher. There are many other things students can do to participate in and support classroom presentations, so students who are genuinely afraid to perform in front of an audience should never be forced to do so.

Beginning with early elementary levels, students should examine the role of the audience in theatre. Teachers should be diligent in requiring students to be respectful audience members for any presentation, sharing activity or similar group situations, whether in the classroom or in a more formal setting. In order to share in and benefit from any presentational activity, students must demonstrate appropriate audience behavior. Selecting or generating presentations of a length corresponding to the students' developmental level will aid the teacher in this effort.

Grades 6-8

Throughout the middle school grades 6-8, students begin to develop theatre literacy. In theatre, the artists create an imagined world; it is the role of theatre to lead the audience into this visual, aural, and oral world. It is important that students learn to see the created world of theatre through the eyes of the playwright, actor, designer, and director. Through active creation of theatre, students learn to understand artistic choices and to critique dramatic works. Middle school students should play a larger role in the planning and evaluation of their work. They should continue to use drama as a means of confidently expressing themselves, thus developing their "personal voice." With greater emphasis on reading, writing and performing scripts, students through improvisation and collaboration should begin to create plays based on peer issues, concerns, and interests. Likewise, they should be introduced to plays and experiences that reach beyond their communities to national, international, and historically representative themes. Growing differences in abilities and interests characterize students at this age and, for this reason, provisions should be made for individual emphasis by assigning individual special projects or placing students in various leadership roles. The emphasis should be on helping students use drama more discriminatingly and productively in daily living and, as a participant or viewer, to incorporate it into their lives. Students should come to perceive theatre as a means of pleasure, communication and learning. Theatre should become a part of the students' experience of life as a whole.

Grades 9-12 Students in high school grades 9-12 view and construct dramatic works as metaphorical visions of life that embrace connotative meanings, juxtaposition, ambiguity, and varied interpretations. By creating, performing, analyzing, and critiquing dramatic performances, they develop a deeper understanding and acceptance of personal issues and a broader world view that includes international issues. Since theatre in all its forms reflects and affects life, students should learn about representative dramatic texts and performances, the place of that work and those events in history, as well as, the impact of those events on the past and present. Classroom work becomes more formalized both through individual courses and across a broad range of varied course offerings. Knowledge of theatre literature and history is stressed. Knowledge and skills in technical theatre and performing are cultivated along with the resulting insight into using the knowledge and skills in everyday life situations.

The theatre arts program at the high school level recognizes that students will be approaching class work with a variety of abilities, experiences, and personal needs. Some students will have had the advantage of previous work in grades K-8 while some will sign up for a theatre class for the first time. The program is flexible enough to allow for variation; since much of learning is trial and error. Students who say "yes" to learning, to trying new ideas and approaches, and committing to the work and discipline of theatre will grow personally and develop theatrical skills in a positive and dynamic way. At this level, students' interests and abilities in theatre arts vary widely and will determine the direction pursued by each student. Courses in all phases of formal theatre and development of original work to include designs, character portrayals, and scripts are featured. Important aspects of the program are acting, directing, play writing, designing and producing in all areas of theatrical presentation, and the accompanying aspects of management and organization.

Through this framework, students K-12 are encouraged to develop an appreciation and understanding of theatre in relationship to themselves, their community and other communication media; and as an art form, as a career possibility, as entertainment, and as a means to learn about, question, and celebrate life.

THEATRE ARTS K-12

PROGRAM GOALS

Goal 1: **The student will write based on personal experience and heritage, imagination, literature, and history.**
(National Standard 1)

Goal 2: **The student will act by interacting in improvisations and assuming roles.**
(National Standard 2)

Goal 3: **The student will design and produce theatre by conceptualizing and realizing artistic interpretations for informal or formal productions.**
(National Standard 3)

Goal 4: **The student will direct through planning and presenting informal or formal productions.**
(National Standard 4)

Goal 5: **The student will research by finding information to support informal or formal productions.**
(National Standard 5)

Goal 6: **The student will compare and integrate art forms by analyzing traditional theatre, dance, music, visual arts, and new art forms.**
(National Standard 6)

Goal 7: **The student will analyze, critique, and construct meaning from informal and formal theatre, film, television, and electronic media productions.**
(National Standard 7)

Goal 8: **The student will understand context by analyzing the role of theatre, film, television, and electronic media in the past and present.**
(National Standard 8)

THEATRE ARTS

GOAL 1: **The student will write based on personal experience and heritage, imagination, literature, and history.**
(National Standard 1)

Objective	**Implications for Learning and Teaching**
Grades K-2	
1.1 Recognize what drama is and how it happens.	
Focus:	
Recognize that stories are comprised of a sequence of events with a beginning, middle, and end.	Identifies the beginning, middle and end of a variety of stories. Recognizes the pattern in stories.
Recognize that stories, scenes and character situations deal with problems and their solutions.	Determines main focus and theme of stories, characters and scenes. Identifies how characters attempt to solve problems and resolve conflicts. Discusses alternatives to resolutions and compares with real life situations, and relates these to conflict resolution techniques in real life.
Recognize and understand a variety of emotions.	Makes valid "if......then ......" statements. Distinguishes between and gives examples of real and portrayed emotions. Understands and demonstrates how portrayed emotions are imitations of real emotions.
Grades K-2	
1.2 Understand that stories have a setting.	
Focus:	
Identify the concept of "place" in stories.	Makes up simple dramas based on real and imaginary locales. Determines which information to include and which to ignore when making up simple dramas. **TEACHER NOTE:** See elementary exercises on "where" from any of the books by Viola Spolin.

THEATRE ARTS

GOAL 1: The student will write based on personal experience and heritage, imagination, literature, and history.
(National Standard 1)

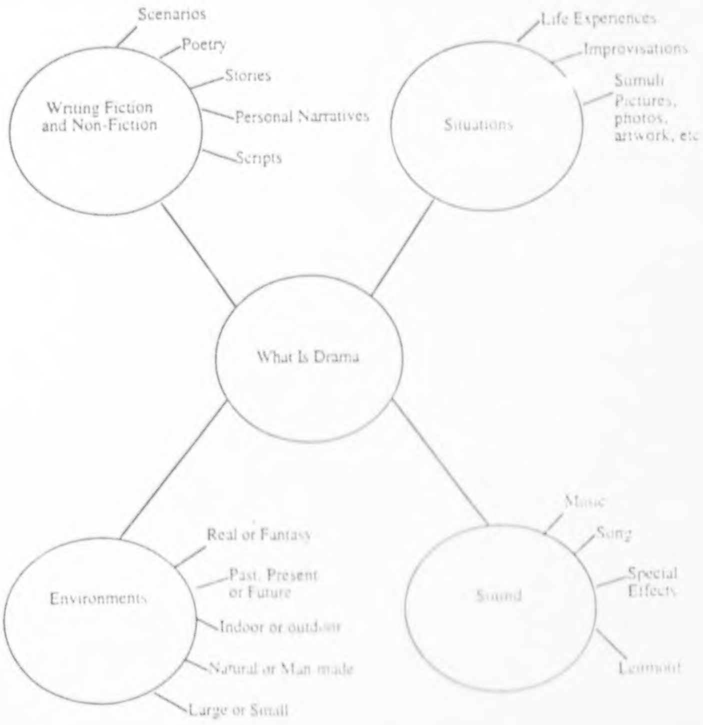
Objective	Implications for Learning and Teaching
Grades K-2 1.3 Develop simple dramas. **Focus:**	
Correlate who, what, where, when, why of writing to character, plot, setting, time, motivation.	Reenacts personal dramas. Makes up and plays out make-believe stories. Adapts an existing story or play. Determines which information to pay attention to and which to ignore when adapting a story or play. Makes up a play from an historical event. Recognizes how real speech and dialogue are alike and different. Identifies similarities and differences between real speech and dialogue.

THEATRE ARTS

GOAL 1: **The student will write based on personal experience and heritage, imagination, literature, and history.**
(National Standard 1)

Objective	**Implications for Learning and Teaching**
Grades 3-5	
1.1 Define what constitutes drama.	
Focus:	
Define drama	Responds to such questions as: What does drama look like, what does drama feel like, and what does drama sound like? **TEACHER NOTE:** Responses may address character interaction, setting, time or motivation, theme, plot, or dialogue, music, sound effects, and silence respectively.
Examine the dramatic potential of a variety of situations.	Examines and explains how various situations in life can be acted. Creates and improvises a scene that uses a situation from daily life. Creates and improvises a character, scene, or re-enactment from history. **TEACHER NOTE:** As students become familiar with what constitutes drama, they will begin to relate to the dramatic potential of their personal experience, heritage, and imagination.
Analyze the dramatic potential of a variety of writings.	Creates a character from a poem. Creates a scene taken from a novel. Creates a scene from a story. Creates a scene from a song's lyrics. Analyzes how each type of writing produced different types of scenes.
Explore the dramatic potential of a variety of environments.	Creates a character that lives in a real or fantasy setting. Creates a scene that takes place outside or indoors. Creates a scene that takes place in a large or small space. Creates a scene that takes place in a natural or artificial space. Creates a scene that takes place in the past, present or future. Creates a scene that takes place in another culture or country.

GOAL 1: **The student will write based on personal experience and heritage, imagination, literature, and history.**
(National Standard 1)

Objective	**Implications for Learning and Teaching**
Grades 3-5 1.1 Define what constitutes drama. (continued) **Focus:**	
Examine the role of music and sound effects in the dramatic media.	Creates a scene that uses a song(s). Finds or creates background music for a selected scene. Finds or makes sound effects for a selected scene. Creates a musical scene that illustrates a character's emotions and/or personality (leitmotif). Utilizes graphic organizers to visually illustrate what constitutes drama. **TEACHER NOTE:** There are many different types of graphic organizers. This sample will illustrate a graphic organizer as applied to drama.  Scenarios Poetry Stories Writing Fiction and Non-Fiction Personal Narratives Scripts Life Experiences Improvisations Stimuli Pictures, photos, artwork, etc Situations What Is Drama Real or Fantasy Past, Present or Future Environments Indoor or outdoor Natural or Man-made Large or Small Music Song Sound Special Effects Leitmotif

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GOAL 1: **The student will write based on personal experience and heritage, imagination, literature, and history.**
(National Standard 1)

Objective	Implications for Learning and Teaching
Grades 3-5 1.1 Define what constitutes drama. (continued) **Focus:** Develop an appropriate drama/theatre vocabulary.	Defines word terms as they relate to dramatic activities. **TEACHER NOTE:** Utilize word walls, journals, charts, etc., to clarify meaning. Word walls are especially useful to students who need visual reminders of the actual word or term.

THEATRE ARTS

GOAL 1: **The student will write based on personal experience and heritage, imagination, literature, and history.**
(National Standard 1)

<table>
<tr><th>Objective</th><th>Implications for Learning and Teaching</th></tr>
<tr><td>Grades 3-5
1.2 Develop writings meaningful to drama.
Focus:</td><td></td></tr>
<tr><td>Identify and examine the characteristics of play writing.</td><td>Compares the process of play writing to the process of story writing.
TEACHER NOTE: Beginning in the third grade and continuing through the fifth grade, students should follow the six key steps for writing. The following lists show the correlation between the two processes.
<table>
<tr><th>Writing Process</th><th>Play Writing Process</th></tr>
<tr><td>Step 1: Prewriting</td><td>Create situations
Develop characters
Explore environments
Develop themes</td></tr>
<tr><td>Step 2: First Draft</td><td>Develop narrative with dialogue</td></tr>
<tr><td>Step 3: Revising</td><td>Structure in play format and present a reading</td></tr>
<tr><td>Step 4: Proof-reading</td><td>Review spelling, capitalization, punctuation and grammar</td></tr>
<tr><td>Step 5: Final Draft</td><td>Create final copy for duplication</td></tr>
<tr><td>Step 6: Sharing/Publishing</td><td>Stage formally (full production) or informally (classroom presentation)</td></tr>
</table>
In addition, cooperative group work or dictation may be necessary for exceptional students with limited writing skills.</td></tr>
<tr><td>Plan and write simple dramas using the 5 W's (who, what, when, where, why).</td><td>Relates the 5 W's of writing to play writing by relating character (who), plot (what), setting (where), time (when), and motivation and theme (why).</td></tr>
<tr><td>Use personal experience to compose meaning.</td><td>Incorporates strategies to clarify meaning into the play writing process.</td></tr>
</table>

THEATRE ARTS

GOAL 1: **The student will write based on personal experience and heritage, imagination, literature, and history.**
(National Standard 1)

Objective	Implications for Learning and Teaching
Grades 3-5	
1.2 Develop writings meaningful to drama. (continued)	**TEACHER NOTE:** Strategies to clarify meaning may include writing out stage directions, character descriptions, stage settings and vocal expressions.
Focus:	
Analyze conflicts in drama considering cause and effect.	Identifies the "why" of a conflict in a situation.
	Identifies the outcome of the conflict of a situation.
	Accepts many different "acceptable" outcomes.
	Constructs valid "If ...... then ......" statements.
	TEACHER NOTE: This is a good opportunity to reinforce conflict resolution skills and to stress cooperation, compromise, and non-violence.
Explore writings related to theatre.	Develops public relations (press kit) materials for a production.
	TEACHER NOTE: Theatre uses a variety of writing styles such as press releases, invitations, letters, public service announcements, posters, programs, and reviews.

THEATRE ARTS

GOAL 1: **The student will write based on personal experience and heritage, imagination, literature, and history.**
(National Standard 1)

Objective	Implications for Learning and Teaching
Grades 6-8	
1.1 Recognize unique characteristics of the dramatic script.	
Focus:	
Recognize elements of dramatic structure.	Defines and gives examples of character, plot, setting, and theme. Identifies initial incident, rising action, complications, crisis, falling action, and conclusion.
Recognize dramatic conventions used in writing for the stage.	Identifies how the dialogue in a play is different from that in a story. Compares and contrasts narrative and dramatic writing. Converts material from the narrative to the dramatic mode.
Recognize formats used in writing for the stage.	Identifies how dialogue is formatted uniquely in a play. Identifies stage directions in a script.

THEATRE ARTS

GOAL 1: **The student will write based on personal experience and heritage, imagination, literature, and history.**
(National Standard 1)

Objective	Implications for Learning and Teaching
Grades 6-8	
1.2 Practice strategies for writing dramatic material.	
Focus:	
Respond to prompts, ideas, pictures, and other stimuli to create written dramatic material.	Uses the process for writing skills introduced in the Communication Skills Handbook. Compares and contrasts techniques for technical writing with those for creative writing. Uses graphic organizers to gather ideas.
Create the given circumstances of a framework for the action of a scene.	Participates in improvisations to develop ideas for scripts.
Research, plan and collaborate to create a scene or script.	Demonstrates mastery of outlining skills by creating scenarios for dramas to be improvised. **TEACHER NOTE:** These scenarios can serve as guidelines for improvisation and/or provide the framework for writing dialogue, scenes, and play scripts. Graphic organizers are excellent modifications for students with special needs. Develops playbills, posters, and commercials for theatrical presentations which support and are in keeping with student generated scenes or scripts. Uses story boards to show idea progressions. Uses created stories as a basis for improvisations.

GOAL 1: **The student will write based on personal experience and heritage, imagination, literature, and history.**
(National Standard 1)

Objective	Implications for Learning and Teaching
Grades 6-8 1.3 Practice play writing. **Focus:**	
Outline, write, test and revise as a process for play writing.	Employs technical writing skills as appropriate for writing dialogue, scenes, plays, and critical evaluations of dramatic works.
	TEACHER NOTE: Students should continue to follow the six key steps for writing listed in the theatre arts elementary (3-5) curriculum under objective 1.2. Intensive focus on the prewriting step, including the use of improvisation and visual prompts to stimulate the creative thought process, will allow for greater depth and detail in writing using this plan.
	Writes scenes which depict a variety of conflicts between people in various relationships.
	Writes dialogue which imitates real conversation.
	Collaborates with others in developing original dramatic pieces.
	Writes, performs, and evaluates plots for plays based on existing stories, histories, news events, and life experiences.
	Writes alternative endings to existing stories, television programs, movies, plays, news events, etc.
	Demonstrates a knowledge of dramatic conventions in writing by following script format in creating dialogue, scenes, and plays.
	Mirrors the process involved in getting play scripts published by testing their dramatic writing through staged readings and performances, using the rewriting process to polish and refine their work.
	Revises written material in response to oral evaluation from teacher and/or peers.

GOAL 1: **The student will write based on personal experience and heritage, imagination, literature, and history.**
(National Standard 1)

Objective	Implications for Learning and Teaching
Grades 6-8 1.3 Practice play writing. (continued) **Focus:** Perform original student writings for the stage.	Creates brief stories. Tells and enacts stories. Dramatizes scenes set in familiar places.

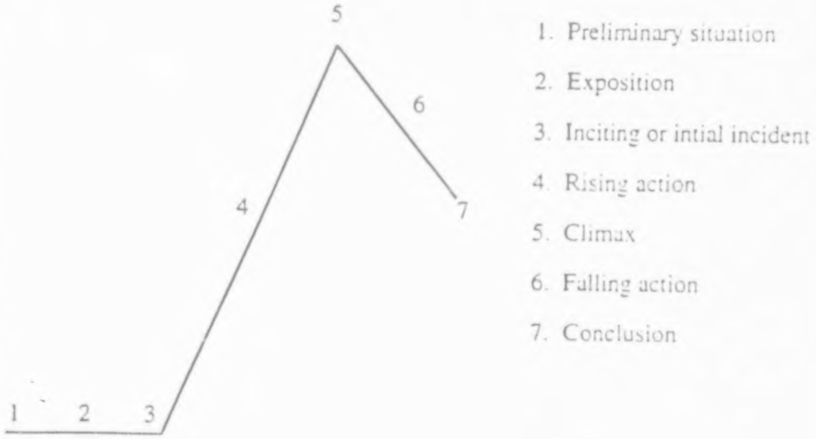
THEATRE ARTS

GOAL 1: **The student will write based on personal experience and heritage, imagination, literature, and history.**
(National Standard 1)

Objective	Implications for Learning and Teaching
Grades 6-8	
1.4 Respond to dramatic material.	
Focus:	
Express opinions and support them.	Observes and writes about dramatic presentations.
Recognize the process of and write criticism.	Responds to such questions as: What are they trying to do? Is it done well? Is it worth doing?
	Identifies how a reader and audience member are alike and different.
	Cites specific dialogue or action to support ideas.
	Keeps a drama diary or journal.
	Participates in constructive oral evaluations of other's writing.
	Writes to analyze dramatic structure.
	TEACHER NOTE: Students should be given clear guidelines for assignments that will correspond to the process writing skills evaluated on the State Writing Test. Some assignments should focus on descriptive writing and others on persuasive writing. The criteria for dramatic criticism should be integrated with writing processes taught in Communication Skills. Every effort should be made to make writing assignments with subject matter that will interest and challenge middle school students, many of whom begin to develop writing phobia during this stage of their education. You should encourage students to participate in play writing, essay, and other contests as well as special activities that promote writing.

THEATRE ARTS

GOAL 1: **The student will write based on personal experience and heritage, imagination, literature, and history.**
(National Standard 1)

Objective	**Implications for Learning and Teaching**
Grades 9-12 1.1 Understand the form and structure of scripts. **Focus:**	
Compare and contrast play structure to other forms of literature.	Reads a selected play and discusses play structure as compared to other forms of literature studied in Communication Skills such as novels, poetry, short stories, and etc.
Relate the evolution of play structure from early Greek to contemporary drama.	Reads and analyzes a representative selection of plays through out history and notes changes and similarities in form. **TEACHER NOTE:** Relate the plays to historical periods and to the Social Studies curriculum when appropriate.
Understand various plots including concepts of situation, rising action, exposition, complication, climax, and denouement.	Outlines plot structure and applies the appropriate terminology to the events in the play. **TEACHER NOTE:** For students who learn visually, demonstrating a plot diagram may be helpful.  1 2 3 4 5 6 7 1. Preliminary situation 2. Exposition 3. Inciting or intial incident 4. Rising action 5. Climax 6. Falling action 7. Conclusion
Examine and use techniques used by authors to develop themes such as asides, soliloquies, allegory, symbol, and metaphor.	Analyzes literary technique in a variety of selected plays or scenes. Writes examples to demonstrate an understanding of literary techniques.

GOAL 1: **The student will write based on personal experience and heritage, imagination, literature, and history.**
(National Standard 1)

Objective	Implications for Learning and Teaching
Grades 9-12 1.1 Understand the form and structure of scripts. (continued) **Focus:**	
Understand and use the functions of characters in a play such as foil, protagonist, antagonist, incidental, agent of fate.	Writes a scene with two or more characters which reflects their various functions.
Distinguish connotative and denotative meanings of language in a dramatic text.	Understands and uses connotation and denotation as applied to plays. **TEACHER NOTE:** Students are familiar with these terms through the Communication Skills curriculum. The theatre term for connotation is "subtext."

GOAL 1: **The student will write based on personal experience and heritage, imagination, literature, and history.**
(National Standard 1)

Objective	Implications for Learning and Teaching
Grades 9-12	
1.2 Understand the basic content of plays.	
Focus:	
Evaluate plots and themes.	Writes scenarios based on existing scripts, stories, news events, or life experiences.
Understand plot sequence, themes and script movement through improvisation.	Outlines, participates in and analyzes an improvised scene.
Compare and explore relationships among characters.	Develops scenes or thinking maps/graphic organizers demonstrating character relationships.
Understand how language is used to define characters.	Writes a scene using at least two distinctive character types. **TEACHER NOTE:** Begin with at least one familiar character so that the student can replicate speech patterns, characteristics, and etc. in a "voice" which he recognizes.
Analyze text for physical, social, and psychological dimensions.	Researches and writes an autobiography of a character.
Explore the use of metaphors themes and moods in scripts.	Reads a script or scene that uses these elements and writes similar scenes demonstrating their use

GOAL 1: **The student will write based on personal experience and heritage, imagination, literature, and history.**
(National Standard 1)

Objective	Implications for Learning and Teaching
Grades 9-12	
1.3 Understand the function of a playwright.	**TEACHER NOTE:** Modification in instruction and learning processes may be necessary for exceptional students.
Focus:	
Understand the playwright as a collaborating artist with director, actors, designers, and technicians.	Discusses the process of play production. Participates in the process of play production.
Relate the general steps taken in the process of writing a scripted play.	Discusses and demonstrates the play writing process.
Develop scenes and plays.	Uses improvisation to explore and create scenes and plays.
Write scenes and short plays.	Writes scenes and short plays with attention to character motivation, dramatic problem, complication, climax and resolution. **TEACHER NOTE:** A good format which will lead to high rates of student success is a "ten minute" play. This form necessitates clear choices of character, action and plot development and helps many students focus their writing. (Sources for examples are *25 Ten-Minute Plays from Actors Theatre of Louisville* published by Samuel French, Inc. and A *Lunch Line* by Caleen Jennings published by New Plays Incorporated.) For writing projects, the use of a tape recorder may be beneficial for students with limited writing skills.

THEATRE ARTS

GOAL 2: **The student will act by interacting in improvisations and assuming roles.** (National Standard 2)

Objective	Implications for Learning and Teaching
Grades K-2 2.1 Recognize that pretend play is dramatic. **Focus:**	
Experience a variety of pretend play opportunities.	Plays pretend games. Pretends to be a variety of characters, animals, objects, etc.
Compare dramatic examples of pretend and real life situations.	Discusses the differences between pretend and real life situations.
Grades K-2 2.2 Differentiate between dramatic play and creative drama. **Focus:**	
Understand that creative drama has structure imposed from an outside source.	Recognizes the difference between the enactment of a story and situational pretend play. **TEACHER NOTE:** Stories are not always the material on which to base an enactment. Situational improvisation, paintings, photographs, etc. provide legitimate material for dramatic enactment as well. Views a classroom presentation created by students but guided by a focus established by the teacher. Participates appropriately in structured activities such as pantomime, rhythmic movement, and space exploration.

GOAL 2: **The student will act by interacting in improvisations and assuming roles.** (National Standard 2)

Objective	Implications for Learning and Teaching
Grades K-2 2.3 Understand the difference between actor and character. **Focus:** Understand that characters in stories have goals.	**TEACHER NOTE:** Using masks, costumes, character name tags, etc., point out to children that when they have on their character mask (etc.) they are acting like the character would act, not like they themselves would act in the given story or situation. Assumes roles through the use of puppets, imitation, pantomime, etc. Analyzes familiar stories from the point of view of various characters. **TEACHER NOTE:** After a first read-through of a story or play, ask children what the main character in the story wanted. What were they trying to do? What problem did they have to solve? Make up dramas developed from a characters' wants and needs (motivations).
Grades K-2 2.4 Develop and apply kinesthetic skills necessary for acting.	Participates in activities which explore movement in place, movement in space, energy and the awareness of self in relation to others. Utilizes a variety of facial expressions and physical gestures in developing pantomime. Explores how facial expressions, gestures and body language enhance dramatic presentation. Incorporates appropriate terms into oral and/or written discussion of movement activities.

GOAL 2: **The student will act by interacting in improvisations and assuming roles.**
(National Standard 2)

Objective	Implications for Learning and Teaching
Grades 3-5	
2.1 Develop and apply listening and concentration skills necessary for acting.	**TEACHER NOTE:** Modifications in instruction and learning processes may be necessary for exceptional students.
Focus:	
Demonstrate the ability to apply focus and concentration in a variety of situations.	Participates appropriately in concentration games such as the mirror game, statues, who started the motion. Recalls and creates mental images.
Expand upon and demonstrate effective listening skills.	Responds appropriately, in character, in an improvised or scripted scene. **TEACHER NOTE:** Students should begin to demonstrate effective listening practices by responding in character to each other during dramatic presentations. They should also demonstrate these practices by following directions, responding appropriately, and staying focused.
Grades 3-5	
2.2 Develop and apply vocal and auditory skills necessary for acting.	
Focus:	
Understand the use of language and voice for expression, thought, and meaning.	Demonstrates the use of volume for a variety of environments. Demonstrates the difference between appropriate classroom voice, playground voice, and stage voice.
Understand the roles of speaker and listener.	Demonstrates good public speaking skills. Demonstrates appropriate "attending" behaviors for active listening.
Use pitch, stress and tempo to convey mood and character.	Investigates a variety of dialects focusing on articulation and inflection. Demonstrates how tempo/pacing illustrates a character's thoughts or mood.

GOAL 2: **The student will act by interacting in improvisations and assuming roles.** (National Standard 2)

Objective	**Implications for Learning and Teaching**
Grades 3-5	
2.3 Develop and apply kinesthetic skills necessary for acting.	
Focus:	
Develop kinesthetic self-control and expression.	Participates in activities which explore movement in place, movement in space, energy and the awareness of self in relation to others.
Expand the use of pantomime to convey ideas, feelings and to manipulate imaginary objects.	Utilizes a variety of facial expressions, character movement, gestures, and physical expressions in developing pantomime.
Understand how actions portray character traits and personality.	Explores how facial expressions, gestures and body language enhance dramatic presentation.
Develop a movement vocabulary.	Incorporates appropriate terms into oral/written discussion of movement activities. **TEACHER NOTE:** The teacher may encourage the use of a student journal to chart activities and vocabulary development. Utilize a word wall to illustrate "movement" words used in the Teacher Handbook for dance.

THEATRE ARTS

GOAL 2: **The student will act by interacting in improvisations and assuming roles.** (National Standard 2)

Objective	Implications for Learning and Teaching
Grades 6-8	
2.1 Develop role-playing and characterization skills.	
Focus:	
Observe behaviors of people, animals, and objects and use these observations to create believable characters.	Identifies and relate the physical appearance and social role of characters.
	Imitates persons, animals and objects based on observations.
Develop techniques for physical conditioning, for coordination, and for utilizing physical skills to create believable characters.	Develops and relates an understanding of the use of the body and related movement in the dramatic process.
	Understands and relates the use of the voice in the dramatic process.
	Devises and demonstrates movement, stage business, and mannerisms for characters.
Identify obstacles to creative expression and use strategies to overcome them.	Identifies and discusses the causes of stage fright.
	Participates in relevant warm-up exercises to prepare physically and mentally for performance.
	Demonstrates concentration and relaxation techniques to combat stage fright and other blocks to creativity during the acting process.
Use improvisation to explore character qualities.	Responds to imagined environments and given situations while in character.
	Listens and responds to others during role playing.
	Participates in educational theatre games designed to improve acting ability.
	Identifies simple character objectives in an improvisational situation and choose actions during informal presentations to fulfill these objectives.
	Improvises language and action appropriate to situation and character objectives.
	Using the interview process, develops contemporary and historical characters and improvises their responses.
	Uses improvised movement to develop character traits.

THEATRE ARTS

GOAL 2: **The student will act by interacting in improvisations and assuming roles.** (National Standard 2)

Objective	Implications for Learning and Teaching
Grades 6-8 2.2 Utilize role-playing skills in the total learning process. **Focus:**	
Recognize that drama/theatre allows participants to vicariously and safely investigate emotions and behavior.	Reflects and imagines during role playing to develop a sense of empathy and perspective. Uses role playing to demonstrate ways of resolving disputes with other students and teachers. **TEACHER NOTE:** Using role playing to develop, illustrate, or carry out conflict resolution provides insight for students, may defuse potentially explosive situations, and provide a transfer of learning for real life situations. There are many ways you may effectively integrate the Guidance curriculum during role-playing activities. Illustrates different attitudes and values as part of characterization. Explains the consequences of a character's behavior and suggest alternative behaviors.
Recognize that drama/theatre promotes an understanding of human behavior despite cultural, ethnic, time, and space differences.	Responds in character to imagined environments and given circumstances in order to demonstrate an understanding of the effect of situation on behavior. Demonstrates an understanding of the role of circumstances, attitude, and cultural background in shaping perspective by enacting formal and informal dramas set in other times and places.

GOAL 2: **The student will act by interacting in improvisations and assuming roles.**
(National Standard 2)

Objective	Implications for Learning and Teaching
Grades 6-8 2.2 Utilize role-playing skills in the total learning process. (continued) **Focus:** Explain how situations and characters in drama/theatre are alike or different from those in life.	Identifies characters by describing their behavior in relation to personal experience. Participates in tableaus and stage pictures, and appraise them as reflections of real life or as fantasy. Responds to the choice of characters in dramatic presentation including electronic media by comparing and contrasting these presentations to real life. Distinguishes between the concepts of Stanislavski's "the magic if" and the idea of losing oneself in role while forgetting about the presence of an audience. **TEACHER NOTE:** Everyday situations are the dramatic material of acting to learn. Given the proper teaching/learning circumstances, the students will discover many acting concepts on their own.
Grades 6-8 2.3 Synthesize research, observation, given circumstances, and acting skills to create characters in formal and/or informal presentations. **Focus:** Become aware of various theories and methods of acting.	Reads about, explores, and possibly employs various aspects of the Stanislavski System. Begins to articulate a personal method of acting that utilizes individual abilities to prepare to assume roles. Identifies and performs in simple historical styles of acting.

GOAL 2: **The student will act by interacting in improvisations and assuming roles.** (National Standard 2)

Objective	**Implications for Learning and Teaching**
Grades 6-8 2.3 Synthesize research, observation, given circumstances, and acting skills to create characters in formal and/or informal presentations. (continued) **Focus:**	**TEACHER NOTE:** In many ways, middle school students are geared less to learning new skills than to the processing of what has already been learned during the K-5 years. Developmentally, students welcome the opportunity to play educational theatre games but seem to dislike the time and effort it takes to focus on individual skills such as mime. Any assignment which stretches over numerous class periods tests the patience of middle school students. Videotaping group efforts can be an excellent tool for analysis and evaluation, but taping solo efforts can draw out the process too long.
Use analysis of text and given circumstances to prepare to assume a role in formal or informal presentations.	Researches character descriptions by examining scripts, infer behaviors based on social roles and cultural expectations, and analyze how these factors may effect character actions. Recognizes given circumstances, stage directions, and clues within dialogue to infer and select behaviors for characterization. Identifies character objectives, obstacles, conflict, and behavioral hidden agendas revealed through the text. Selects and organizes actions to fulfill character objectives and develop a consistent through line of actions.
Develop relationships between and among characters in the performance of formal and informal presentations.	Through participating in memory exercises, demonstrates successful memorization techniques. Responds to imagined environments and given circumstances of a script while in character. Develops and demonstrates appropriate movement and stage business while in character.
Use improvisation and acting exercises to develop understanding of characters in specific situations.	Interprets and utilizes analogous experience through sense and emotional memory to demonstrate understanding of stage situations or to overcome specific acting problems within a given situation. Improvises, within analogous situations similar to a given text, to develop a better understanding of circumstances or to overcome specific acting problems within a given situation.

GOAL 2: **The student will act by interacting in improvisations and assuming roles.** (National Standard 2)

Objective	Implications for Learning and Teaching
Grades 6-8 2.3 Synthesize research, observation, given circumstances, and acting skills to create characters in formal and/or informal presentations. (continued) **Focus:** Begin to become aware of the role of the actor and the concept of professionalism in acting.	Performs a variety of roles for formal and informal productions. Delivers memorized lines in character and/or read aloud with articulation, volume, and appropriate vocal inflection. Identifies and labels the various areas of the stage. Recognizes and demonstrates body positions. Recognizes, identifies, and labels different stage spaces such as proscenium, thrust, in-the-round, etc. Shares the focus of attention on stage with others. Utilizes the basic rules of stage movement which vary according to the type of performing space. Meets deadlines for being prepared to perform to include knowing lines and blocking. Follows rehearsal and performance etiquette. Utilizes audience response as one means to guide and improve performance. Records responses to interviews with experienced actors. Records responses after reading about actors in criticism, commentary, biography, and history. Understands and demonstrates basic audition techniques.

GOAL 2: **The student will act by interacting in improvisations and assuming roles.** (National Standard 2)

Objective	Implications for Learning and Teaching
Grades 6-8 2.3 Synthesize research, observations, given circumstances, and acting skills to create characters in formal and/or informal presentations. **Focus:** Begin to become aware of the role of the actor and the concept of professionalism in acting. (continued)	Responds responsibly and constructively to success, rejection and/or disappointment in the auditioning process. Appraises, evaluates and criticizes other actor's performances appropriately. **TEACHER NOTE:** Select specific educational theatre games and improvisations with specific goals in mind to improve student actor's perception and understanding of a particular dramatic situation. These situations may arise from scripted or real life situations. Emotional memory can be appropriate if supervised carefully. Students should never be encouraged to use emotional memories that they do not wish to recall or share as an analogous experience at this developmental stage.

GOAL 2: **The student will act by interacting in improvisations and assuming roles.** (National Standard 2)

Objective	**Implications for Learning and Teaching**
Grades 9-12	
2.1 Develop an awareness of the self as a thinking, creative, performing whole. **Focus:**	**TEACHER NOTE:** Goal 2 offers an approach to acting that frees the mind to create, develops and integrates the body and the voice as the tools to express, develops ensembles, and promotes positive evaluation. To attain the self growth and empowerment that is possible for each student, it is necessary to create a safe, nurturing environment in which the student will feel free to take risks. Process and product, and informal and formal theatre are important to the overall study.
Understand and value the inherent individual ability to create.	Discusses the power of innate personal creativity.
Understand and value the inherent individual ability to intuit.	Discusses and demonstrates the ability to use intuition.
Recognize the use of divergent thinking in the creative process.	Creates at least two solutions to the problem in a scene.
Expand problem solving skills.	Demonstrates alternative character choices. **TEACHER NOTE:** During this study is an excellent opportunity to explore conflict resolution skills.
Employ creative action and thinking skills.	Improvises scenes.
Broaden self perception and abilities through creating and performing.	Learns and uses positive self assessment techniques.
Develop the mind, body and voice as the performing instrument.	Recognizes and practices an integrated approach to acting.
Examine and manage one's own emotions as a person and performer.	Recognizes and practices self control as actor and as self.
Confidently express personal attitudes, values, and belief systems as a part of participating in dramatic activities.	Participates in constructive, evaluative class discussions. Keeps a written or video journal. **TEACHER NOTE:** The student is a valuable, creative being. In performing, students have unlimited possibilities for creating, growing, and producing. Too frequently, young people fail to recognize their own potential. The teacher's task is to help students explore and recognize their innate creativity and develop self-esteem.

GOAL 2: **The student will act by interacting in improvisations and assuming roles.** (National Standard 2)

Objective	Implications for Learning and Teaching
Grades 9-12	
2.2 Develop and understand the body and the use of movement in the dramatic process.	
Focus:	
Recognize the use of the body as a creative instrument.	Understands and develops a physical warm up that includes relaxation, concentration, coordination and flexibility as a part of the total acting process.
Recognize the importance of nonverbal communication.	Creates nonverbal scenes. Analyzes the nonverbal message within scenes.
Understand the physiology of the body.	Participates in a discussion of how the structure of the body effects movement choices.
Physicalize characters visually and kinesthetically.	Assumes the appearance and demeanor of a character.
Understand the relationship between body and voice.	Develops an integrated acting technique. **TEACHER NOTE:** This is a good opportunity to reinforce health and nutrition concepts presented in the Healthful Living, Dance, and Science curricula. Stress that part of being a healthy actor is having a healthy body. Throughout the study of acting, modifications in instruction such as using simpler sequences of steps may be necessary for students with special needs.

GOAL 2: **The student will act by interacting in improvisations and assuming roles.** (National Standard 2)

Objective	Implications for Learning and Teaching
Grades 9-12	
2.3 Understand and develop the vocal instrument and its use in the dramatic process.	
Focus:	
Understand the physiology of vocal production.	Knows and is able to draw a diagram of the vocal mechanism, its parts and its functions to include the head, throat, thorax region, diaphragm.
Understand how the vocal mechanism is used to project the voice.	Practices projecting the voice audibly, clearly and without strain. Develops and uses a personal vocal warm-up. Speaks clearly and expressively through appropriate articulation, pronunciation, volume, rate, intonation, and oral phrasing. Applies correct vocal techniques to text and improvisational work. Observes and records distinctive speech patterns, expressions, and etc. in a written, audio or video journal.
Explore American regionalisms and foreign and neutral dialects.	Becomes aware that vocal expression is influenced by culture, regional dialect, peer pressure, technological change, and public example. Listens to and practices dialects. **TEACHER NOTE:** Neutral dialect used to be called "Standard American" speech. As our nation becomes increasingly diverse, "Standard American" may be archaic. Neutral speech or speaking without a regional accent is the more appropriate term and goal for theatre students.
Evaluate strengths and weaknesses of one's own and others' voice.	Develops criteria for the evaluation of vocal work. Evaluates and critiques in a positive, constructive manner. **TEACHER NOTE:** Audio or video taping can be helpful as a tool for teaching and assessment.

THEATRE ARTS

GOAL 2: The student will act by interacting in improvisations and assuming roles.
(National Standard 2)

Objective	**Implications for Learning and Teaching**
Grades 9-12	
2.4 Understand and participate in ensembles.	
Focus:	
Understand, strive for, and encourage ensemble in rehearsal and performance.	Understands and relates the use of energy and space in ensemble.
	Understands and relates how the group process varies from individual work.
	Understands and relates how trust affects actor communication.
	Demonstrates sensitivity to perceptions and characterizations of their performers.
	Accepts and adjusts to others' creative ideas.
Identify ways to improve interpersonal relationships as a person and a performer.	Recognizes and relates how emotional state affects perception.
	Uses information gained about how emotional state effects perception to improve interpersonal relationships with other individuals.
Recognize points of view as a physical, psychological, and cultural position.	Discusses cultural and social attitudes as they relate to self and others.
	Demonstrates empathy in reaction to a variety of people.
	TEACHER NOTE: This is an excellent opportunity for employing conflict resolution skills.

THEATRE ARTS

GOAL 2: **The student will act by interacting in improvisations and assuming roles.** (National Standard 2)

Objective	**Implications for Learning and Teaching**
Grades 9-12	
2.5 Explore and expand dramatic concepts through improvisation.	**TEACHER NOTE:** See the work of Viola Spolin, Keith Johnstone, Paul Sills, Clive Barker, Del Close/Charna Halprin and many others for guidance and inspiration.
Focus:	
Use improvisation to expand listening, response, and evaluation skills as a creative participant.	Reacts spontaneously to the unexpected in improvisation.
	Develops trust in one's own choices through spontaneous improvisation.
	Recreates images from memory and extend them through improvisation.
	Interacts cooperatively with others, accepting and using their imagery.
	Internalizes the emotions and experiences of another while maintaining one's individual identity.
	Assumes and maintains a character throughout an improvisation.
	Develops and employs a criteria to critique in a positive and constructive manner.
Develop problem solving skills.	Invents and enacts logical and believable alternative solutions to hypothetical or actual problems.
	Analyzes problems considering cause and effect.
	TEACHER NOTE: Draw Math correlations with students between problem solving principles in Science, Social Studies, life experiences, and Theatre Arts. Have students develop thinking maps/graphic organizers to demonstrate and promote problem solving skills.
Use improvisation as an approach to scripted material.	Uses improvisation to strengthen a character being portrayed.
	Explores character, motivation, plot, conflicts, and theme.
	Uses improvisation to explore subtext.
Use improvisational formats as presentations.	Understands and explains that improvisation is a valid "formal theatre" performance choice.
	Understands and demonstrates the audience role in improvisation.

GOAL 2: **The student will act by interacting in improvisations and assuming roles.** (National Standard 2)

Objective	Implications for Learning and Teaching
Grades 9-12	
2.6 Explore and expand methods of characterization.	
Focus:	
Observe others as a means to develop characters.	Creates an improvised scene using a character observed in life. **TEACHER NOTE:** Improvisation is a good tool to use for character development. See Objective 2.5 for improvisation.
Draw on and develop control in using sensory and emotional recall as a means to develop character.	Develops a range of emotional expressions to portray complex characters. Recognizes subtle emotional methods of characterization. **TEACHER NOTE:** Elaborate costumes, makeup, etc. are not needed to do character work. A simple prop such as a cane, feather duster, broom, space substance (Spolin term that means imaginary props), or merely developing a distinctive walk or a curl of the lip may subtly denote character. Recognizes, selects, and uses physical attributes and movement qualities of characters to convey a relationship or emotional response. Blends vocal and physical expression to interpret characters. Uses distinctive vocal and physical characteristics consistently to portray character.
Use text as a basis for dramatic choices.	Analyzes text through character perceptions and motivation. Analyzes text for physical, social, and psychological dimensions. Analyzes text for historical and environmental implications for character. Makes inferences about characters through the type of language used.

GOAL 2: **The student will act by interacting in improvisations and assuming roles.** (National Standard 2)

Objective	Implications for Learning and Teaching
Grades 9-12 2.6 Explore and expand methods of characterization. (continued) **Focus:** Understand scene and character motivation and transformations.	Identifies, analyzes, and evaluates the consequences of characters' decisions and actions. Analyzes interactive relationships among characters.
Grades 9-12 2.7 Understand and participate in the acting of a performance. **Focus:** Understand and maintain personal and artistic discipline required in the collaborative process.	Understands the concept that all roles are equally important to the whole of the work (scene, one act, play). Understands, strives for, and encourages ensemble in rehearsal and performance. Understands and relates how a performance can be formal or informal. **TEACHER NOTE:** At this level, formal theatre is defined as a production and informal theatre as classroom work. Understands and relates that performance can be scripted or un-scripted. Develops and uses criteria to evaluate scenes, characters, and artistic choices.

THEATRE ARTS

GOAL 2: **The student will act by interacting in improvisations and assuming roles.** (National Standard 2)

Objective	Implications for Learning and Teaching
Grades 9-12 2.7 Understand and participate in the acting of a performance. (continued) **Focus:**	
Understand the performer's relationship to management.	Accepts and applies direction.
Understand the performer's relationship to the audience.	Enjoys and demonstrates sensitivity to audience response in order to guide and improve performance.
Understand the importance of timing, action, and response to character and scene development.	Executes stage business appropriate to character and circumstance. Observes protocol for handling properties, costumes, scenery, etc. as a performer.

GOAL 3: **The student will design and produce theatre by conceptualizing and realizing artistic interpretations for informal and formal productions.**
(National Standard 3)

Objective	Implications for Learning and Teaching
Grades K-2 3.1 Understand that the playing space is a dramatic element. **Focus:** Experience the capabilities for dramatic play presented by various spatial arrangements.	Distinguishes between playing space and audience space. Identifies components of playing space and audience space.
Grades K-2 3.2 Manipulate the playing space and materials to create an environment. **Focus:** Realize the capabilities of objects and open space in the making of dramatic environments.	Develops found or designated objects into props, costumes, scenery. Makes and uses items to suggest animals, insects, or other real or unreal characters.

GOAL 3: **The student will design and produce theatre by conceptualizing and realizing artistic interpretations for informal and formal productions.**
(National Standard 3)

Objective	Implications for Learning and Teaching
Grades 3-5 3.1 Recognize and identify simple technical elements of the theatre process. **Focus:**	
Explore the visual and aural elements that enhance theatrical production.	Discusses and evaluates the visual and auditory elements of theatre productions.
Explore community resources that provide enrichment opportunities in the area of technical theatre and production.	Recognizes and identifies the role of scenery, props, costumes, lights, make up, sound and special effects in the theatrical process.
Understand the collaborative roles of production members.	Recognizes and identifies collaborative roles in classroom drama activities. Utilizes community resources (where appropriate and available) to gain a greater understanding of the collaboration required of director, technical director, designers, stage managers, stage crews, etc.

GOAL 3: **The student will design and produce theatre by conceptualizing and realizing artistic interpretations for informal and formal productions.**
(National Standard 3)

Objective	Implications for Learning and Teaching
Grades 3-5	
3.2 Apply simple technical elements to the theatre process.	
Focus:	
Alter playing space to create suitable environments.	Works collaboratively to create acting areas and environments/settings based on the needs of dramatic presentation.
Adapt available materials to make simple props and costumes.	Makes masks and props that can be used in classroom productions.
Explore different ways to make sound and music effects.	Selects or creates instruments and/or pieces of music to enhance dramatic productions. Develops sound effects when creating plays and stories.
Adapt available materials to build simple scenery.	Designs scenery for plays/dramatic presentations and puppet shows. **TEACHER NOTE:** Beginning third grade students are ready to apply more realistic elements to their play making. Puppetry is an excellent way to begin teaching various technical elements. In the fifth grade, students are ready to take a more active role in designing and producing technical elements for their play making.

GOAL 3: **The student will design and produce theatre by conceptualizing and realizing artistic interpretations for informal and formal productions.**
(National Standard 3)

Objective	Implications for Learning and Teaching
Grades 6-8 3.1 Understand the technical elements in the theatre process. **Focus:**	
Recognize specific elements used to represent a dramatic environment.	Discusses and demonstrates how lighting is used in theatre to provide emphasis and illumination. Discusses and demonstrates how special effects are used. Uses properties and costumes effectively. **TEACHER NOTE:** You may use puppets and a puppet theatre to allow students to design and implement scenery, costumes, and props on a smaller, less expensive scale. Tools, materials, and processes in technical theatre may need to be adapted to accommodate exceptional students.

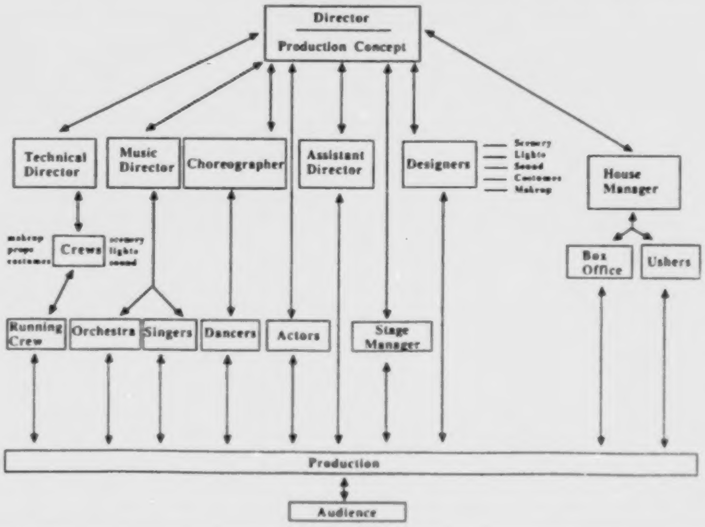
GOAL 3: **The student will design and produce theatre by conceptualizing and realizing artistic interpretations for informal and formal productions.**
(National Standard 3)

Objective	Implications for Learning and Teaching
Grades 6-8 3.2 Plan an environment for formal or informal dramatic presentations. **Focus:**	
Begin to recognize how designers use a design concept to communicate ideas about a dramatic work.	Identifies and selects materials necessary to create a dramatic environment. Creates representations to facilitate planning. Distinguishes playing space from audience space. Reads dramatic texts and discuss ways to create theatrical environments. Lists props, costumes, and scenic units necessary for production of a specific work. Works in groups or individually to create a design concept. Sketches, diagrams, renders, and creates models as necessary to illustrate ideas. Designs and uses masks and makeup to reinforce characterization and design. Selects appropriate music and sound effects to enhance a presentation. **TEACHER NOTE:** Theatre artists and technicians use the elements of design and technical theatre to create tangible, concrete environments for dramatic presentation. These aural and visual representations help support the performer's expression and the audience's perception of dramatic ideas. As students develop and acquire technical theatre skills, they might engage in such activities as: planning, designing, diagramming, and utilizing sets, lighting, properties, sound effects, music, costumes, and makeup -- as needed to create an environment for formal or informal dramatic presentations. Environments for dramatic presentations will vary. Such factors as available resources and the requirements of different dramatic presentations will determine the basis for the design. Learners can master these skills without participating in highly sophisticated productions with complicated technical elements. Simplicity in design can often be the most effective choice.

GOAL 3: **The student will design and produce theatre by conceptualizing and realizing artistic interpretations for informal and formal productions.**
(National Standard 3)

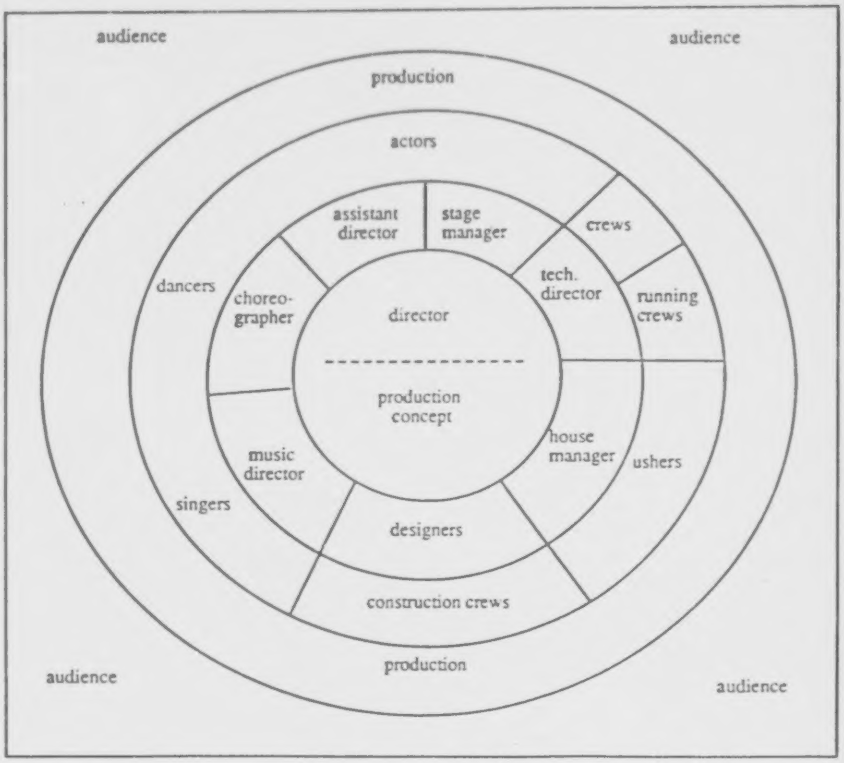
Objective	**Implications for Learning and Teaching**
Grades 6-8	
3.3 Create an environment for formal or informal presentations.	
Focus:	
Adapt and use available materials for properties and costumes.	Alters playing space to create environments. Makes and uses sound effects. Alters available light sources to simulate theatrical lighting effects. Uses classroom furniture and materials as scenery. Alters available natural and artificial light sources to create appropriate environments for presentations. Uses available clothing, fabric, and other materials to serve as costumes.
Work in responsible collaborative groups.	Meets deadlines in drama activities. Uses theatre etiquette in work sessions and rehearsals. Practices safety for the theatre.

GOAL 3: **The student will design and produce theatre by conceptualizing and realizing artistic interpretations for informal or formal productions.**
(National Standard 3)

Objective	Implications for Learning and Teaching
Grades 9-12	
3.1 Understand and demonstrate a working knowledge of how the various areas of technical theatre operate and support performances in K-12 educational theatre.	**TEACHER NOTE:** Technical theatre is an excellent opportunity for integrating learning with the various aspects of the Math, Science, Technology, Vocational Education, and Visual Arts curriculums. Tools, materials, and processes in technical theatre may need to be adapted to accommodate exceptional students.
Focus:	
Understand how technical elements affect the actor.	Discusses the importance of technical theatre as a part of the total theatre collaboration and how its choices affect the actor.
Understand the process and organizational roles in creating a secondary theatre production.	Draws an organizational chart or develop a thinking map for a typical theatre organization. Knows and relates the responsibilities of technical positions - design, crew (chiefs and members), and stage and house managers. **TEACHER NOTE:** It may be helpful for students to develop thinking maps similar to the examples below to visually see relationships. The following thinking maps represent a typical secondary theatre production process. Certainly, all secondary schools are not alike and organizational roles may vary. The director chooses a show and develops a concept. While the director maintains ultimate responsibility, all others involved in the production contribute to this concept. As the production develops, the concept will evolve and become more evident. Each person is effected by and affects the concept and, therefore, the production.  Director Production Concept Technical Director Music Director Choreographer Assistant Director Designers Scenery Lights Sound Costumes Makeup House Manager makeup props costumes Crews scenery lights sound Box Office Ushers Running Crew Orchestra Singers Dancers Actors Stage Manager Production Audience

BEST COPY AVAILABLE

GOAL 3: **The student will design and produce theatre by conceptualizing and realizing artistic interpretations for informal or formal productions.**
(National Standard 3)

Objective	**Implications for Learning and Teaching**
Grades 9-12 3.1 Understand and demonstrate a working knowledge of how the various areas of technical theatre operate and support performances in K-12 educational theatre. (continued)	 audience audience production actors assistant director stage manager crews dancers choreo-grapher director tech. director running crews production concept music director house manager ushers singers designers construction crews production audience audience

BEST COPY AVAILABLE

GOAL 3: **The student will design and produce theatre by conceptualizing and realizing artistic interpretations for informal or formal productions.**
(National Standard 3)

Objective	Implications for Learning and Teaching
Grades 9-12 3.1 Understand and demonstrate a working knowledge of how the various areas of technical theatre operate and support performances. (continued) **Focus:**	
Understand and be able to collaborate in the technical theatre process toward a creative goal.	Determines and works within a production concept.
Acquire and use a working knowledge of basic technical terminology for all areas.	Uses appropriate theatre terminology during all theatre activities. Develops and keeps a theatre journal.
Know the basics of finance for producing and maintaining a school production.	Understands box office procedures. Knows how to perform inventories and how to propose budget and supply needs. Understands and relates how marketing includes printed production materials, advertising materials and strategies, and public relations.
Know and employ appropriate safety precautions in accordance with established regulations for all areas.	Knows and practices safety in all technical areas. **TEACHER NOTE:** Students should have as many hands-on opportunities as possible. Safety should be stressed consistently.

GOAL 3: **The student will design and produce theatre by conceptualizing and realizing artistic interpretations for informal or formal productions.**
(National Standard 3)

Objective	Implications for Learning and Teaching
Grades 9-12	
3.2 Understand and demonstrate a working knowledge of the scene design process.	
Focus:	
Understand scenery design in relationship to script needs, trends, styles, and historic periods.	Understands and relates the reasons for and the requirements of scenery. Conducts research for designing scenery. Collaborates with others to evaluate specific performance needs. Understands how theatre design reflects the mood, emotion, social and cultural basis of different eras and societies.
Know how to derive and design within a production concept (i.e. a unified aesthetic perception).	Examines texts for clues to accurately depict the physical aspects of a production. Retrieves personal memories to apply to creating a stage environment. Relates, explains, and justifies designs for specific dramatic scripts.
Know the basics of architectural drawing to design floor plans.	Knows and uses the principles of scale and perspective drawing in order to plan and design stage settings.
Consider others' perceptions and emotional attitudes toward design.	Understands and considers the importance of audience response to the ideas, colors, lines, and textures expressed in a stage design.

GOAL 3: **The student will design and produce theatre by conceptualizing and realizing artistic interpretations for informal or formal productions.**
(National Standard 3)

Objective	Implications for Learning and Teaching
Grades 9-12	
3.3 Demonstrate an understanding of construction, acquisition, and operation of scenery.	
Focus:	
Be familiar with the theatre space and equipment.	Identifies and defines the various parts of a theatre facility, rigging devices, and typical mechanical devices used in technical theatre. Identifies, explains the function of , and uses the various types of hardware, materials, and tools employed in constructing scenery.
Know and be able to employ the basic types of scenery construction such as flats, platforms, etc.	Draws plans for flats, platforms, etc. **TEACHER NOTE:** Students should actually construct and paint as much as possible. If this is not possible, representations, models, pictures, and diagrams can be used.
Know and be able to prepare and apply scene paint using basic painting techniques.	Mixes paint and experiment with various scene painting techniques.
Recognize and understand the difference in design and construction for life and for theatre.	Compares, contrasts, and discusses the difference of some element in an interior such as a wall in the school with a wall in a set.

GOAL 3: **The student will design and produce theatre by conceptualizing and realizing artistic interpretations for informal or formal productions.**
(National Standard 3)

Objective	Implications for Learning and Teaching
Grades 9-12 3.4 Understand and demonstrate a working knowledge of design, installation, acquisition, and operation of lighting. **Focus:**	
Understand the reasons for and requirements of stage lighting.	Identifies, explains the function of, and uses when possible the materials, tools, and equipment employed in theatrical lighting. Designs, installs, and implements a basic lighting plot for a performance. Understands, discusses and/or demonstrates how lighting should express the production concept through mood and color. **TEACHER NOTE:** The study of lighting is a good place to make connections to Math and Physics principles. If you do not have access to actual lighting instruments, be sure to identify through pictures such basic lighting instruments as ellipsoidal, Fresnel and scoop. Many lighting supply houses will be happy to send you extra copies of catalogs and gel books to share with your students.

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GOAL 3: **The student will design and produce theatre by conceptualizing and realizing artistic interpretations for informal or formal productions.**
(National Standard 3)

Objective	Implications for Learning and Teaching
Grades 9-12	
3.5 Understand and demonstrate a working knowledge of design, construction, acquisition, and implementation of costumes.	
Focus:	
Understand the role of costumes in theatrical productions.	Understands, discusses and/or demonstrates the implications of costumes for character portrayal and the production concept. Constructs simple costume effects from an assortment of materials and supplies. Develops and demonstrates an overview and basic understanding of how clothing has changed throughout history and in different cultures.
Understand and present visual character presentations.	Knows and demonstrates the basic principles of figure drawing in order to produce costume sketches. Knows and demonstrates the basic color principles in order to use color effectively in costume drawings and in actual costumes.

GOAL 3: **The student will design and produce theatre by conceptualizing and realizing artistic interpretations for informal or formal productions.**
(National Standard 3)

Objective	Implications for Learning and Teaching
Grades 9-12	
3.6 Understand and demonstrate a working knowledge of design, application, acquisition, and implementation of stage makeup.	
Focus:	
Understand the role of makeup in theatrical productions.	Understands the implications of makeup for character portrayal and the production concept.
	Develops an overview and basic understanding of how real and theatrical makeup has changed throughout history and in different cultures.
Understand and present visual character representations.	Knows the basic principles of drawing in order to produce makeup sketches.
	Knows the basic color principles in order to use color effectively in makeup drawings and in actually applying makeup.
Know how to and apply theatrical makeup.	Recognizes and identifies various applications of makeup and their functions in aiding the actor to create convincing realistic and non-realistic characterizations.
	Identifies and uses basic makeup tools, materials and supplies.
	TEACHER NOTE: Makeup companies have excellent, colorful catalogs and posters as well as instructional videos.

GOAL 4: **The student will direct through planning and presenting informal and formal productions.**
(National Standard 4)

Objective	Implications for Learning and Teaching
Grades K-2 4.1 Experience artistic decision making in the creation of a drama. **Focus:**	
Provide answers to questions concerning artistic choices in dramatic presentations.	Answers teacher-directed questions concerning artistic choices and decisions.
Execute artistic choices.	Listens and responds to directions and side coaching in dramatic activities. Adapts to suggestions given for group work. **TEACHER NOTE:** The above mentioned situations may be used as significant opportunities to teach conflict resolution.
Grades K-2 4.2 Experience the process of planning and presenting a dramatic work. **Focus:**	
Participate in a dramatic presentation from production idea through presentation.	Identifies and demonstrates responsible use of movement, space, and dialogue. **TEACHER NOTE:** Lead students in the presentation of a story or play through the process of analysis of material to casting, blocking, polishing, and on to informal classroom presentation.

GOAL 4: **The student will direct through planning and presenting informal and formal productions.**
(National Standard 4)

Objective	Implications for Learning and Teaching
Grades 3-5	
4.1 Explore leadership skills during drama activities.	
Focus:	
Define the role of director.	Relates the role of director to the creative drama coach/leader and the professional director.
Apply cooperative skills while working in groups.	Participates and works cooperatively in developing scenes, plays, and dramatic activities using manners and sincerity when working in groups. Selects and executes a job while working in cooperative groups. **TEACHER NOTE:** The following is a suggested definition of a group job description for cooperative learning: Leader - Director Reporter - Stage Manager Recorder - Playwright Time Keeper - Technical Director
Show a willingness to take leadership roles.	Leads a group in making logical decisions for staging, choreography, characterization, setting, etc. **TEACHER NOTE:** Students who are ready to take on the role of director should be encouraged but no student should be forced to assume a leadership role with which they are not comfortable. When working in groups, have students select one person to be the leader. A leader/director should be defined as one who does not dictate ideas, but who aids the group in coming to consensus.

GOAL 4: **The student will direct through planning and presenting informal and formal productions.**
(National Standard 4)

Objective	Implications for Learning and Teaching
Grades 3-5 4.1 Explore leadership skills during drama activities. (continued) **Focus:** Offer suggestions and encouragement to others in a positive, mannerly fashion.	Provides constructive suggestions, improvements, and encouragement in small group and whole group activities. **TEACHER NOTE:** Students should be encouraged to offer suggestions and ideas in a positive and mannerly way that helps others. Students may guide the action and character development of improvised and scripted scenes. This learning implication correlates with Goal 4, Objective 4.3 for grades 3, 4, and 5 (Responds critically and creatively to selections or personal experiences) in the Communication Skills Handbook.

GOAL 4: **The student will direct through planning and presenting informal and formal productions.**
(National Standard 4)

Objective	Implications for Learning and Teaching
Grades 3-5 4.2 Expand interpersonal and collaboration skills. **Focus:**	
Share and respect the ideas of oneself and others in planning, enacting, and evaluating drama activities.	Brainstorms roles and procedures for working in group settings. Demonstrates collaborative group skills when planning and executing dramatic and technical activities. Responds and acts in a manner that demonstrates valuing the uniqueness of each individual's creative work. **TEACHER NOTE:** Be cautious of and on the look out for: lack of participation, poor use of time, put downs, those that always have to be first or right, and individuals interacting with groups other than their own. Monitor group activities using praise and suggestions or side coaching. Use the model below for successful drama teaming to keep students on task. Model for Successful Drama Teaming I. Define the group II. Choose the parts to act out III. Ask questions and plan your play IV. Rehearse your play several times V. Solve any problems before time is up VI. Present your play Be sure to utilize the cooperative group model referred to in the teacher note after grades 3-5, objective 4.1. Remind students to show respect and sincerity when working with others and stress the importance of process rather than product.

GOAL 4: **The student will direct through planning and presenting informal and formal productions.**
(National Standard 4)

Objective	Implications for Learning and Teaching
Grades 6-8	
4.1 Begin to understand the directing process.	
Focus:	
Recognize the role of the director.	Recognizes the role of the director as a collaborating artist with the playwright, actors, and designers.
	Takes notes using conventional stage directions.
	Shares a director's concept.
	Becomes aware of different acting styles.
	Interviews experienced theatrical directors when possible.
	Reads about directors in criticism, biography, commentary, and history.
Recognize the role of the stage manager and other production staff.	Recognizes and relates the hierarchy and delegation of responsibility in producing theatre.
	Demonstrates cooperation with and accepts final decisions made by a director, stage manager, and other production staff.

GOAL 4: **The student will direct through planning and presenting informal and formal productions.**
(National Standard 4)

Objective	Implications for Learning and Teaching
Grades 6-8	
4.2 Carry out, as appropriate, designated responsibilities of the director. **Focus:**	**TEACHER NOTE:** To allow effective collaboration, certain guidelines may help the group process. These could include: 1. Stay in your group space. 2. Keep your voices in your group space. (Individual voices which stand out above the crowd may be asked to tone down.) 3. Brainstorm ideas before evaluating. 4. Don't insult others or put down their ideas. 5. Plan and/or create a scenario before rehearsing. 6. Rehearse with the idea of improving, making changes, and working out problems before performing/sharing.
Collaborate with others to make choices for formal and informal presentations.	Contributes to stage composition and orchestration of action. Contributes movement ideas for blocking and choreography. Assumes greater responsibility in the production process. Uses established theatre procedures and etiquette. Constructs a prompt book. Understands and use appropriate audition procedures. Develops a rehearsal schedule.
Respond to choices made in formal and informal presentations.	Demonstrates the ability to compromise honorably for the purpose of achieving a unified effect. Responds to directing choices made by others.

THEATRE ARTS

GOAL 4: **The student will direct through planning and presenting informal and formal productions.**
(National Standard 4)

Objective	Implications for Learning and Teaching
Grades 6-8 4.2 Engage in the directing process. (continued)	**TEACHER NOTE:** No other issue of the school curriculum approaches the complexity nor the urgent, vital immediacy of the problem of getting along with others. At any given moment a curriculum objective has no chance of competing with the pressing concerns of a current personality conflict between students. This conflict must be resolved or forgotten before instruction can proceed with the individuals involved. Middle school students are more than willing to assume the responsibilities of the director, and many have begun to develop the technical skills to allow them to do so. The ability to give suggestions and direction tactfully may or may not develop as quickly, and many students lack the ability to submit to the direction of others. Strictly defined duties that allow one student to share the responsibility and leadership, work better than to allow one student to dominate. When conflicts inevitably arise, teachers must be prepared to arbitrate or have a student mediation process in place. Role playing is effective though time consuming in solving differences.

THEATRE ARTS

GOAL 4: **The student will direct through planning and presenting informal and formal productions.**
(National Standard 4)

Objective	Implications for Learning and Teaching
Grades 9-12 4.1 Understand the role of directing in the theatre process. **Focus:**	
Understand the role of director as maker of creative choices.	Distinguishes the responsibility for creative choices between the actor, technical staff, and director. Understands and relates the role of director as the unifying force of the production concept. Recognizes the director's responsibility to the script, actors, designers, technicians, and audience. **TEACHER NOTE:** See thinking maps under Goal 3, Objective 3.1 (9-12).

THEATRE ARTS

GOAL 4: **The student will direct through planning and presenting informal and formal productions.**
(National Standard 4)

Objective	Implications for Learning and Teaching
Grades 9-12	
4.2 Understand the essential components of theatre direction.	
Focus:	
Function as a director in a classroom or formal theatrical setting using composition, mood and tempo.	Imagines, visualizes and analyzes how literature or dramatic text might be played. Develops plans for an entire theatre production. Uses appropriate theatre terminology for directing. Understands and uses blocking techniques to realize directorial choices.
Develop criteria to evaluate the intent, structure, effectiveness and worth of directing efforts.	Critiques production in a positive, constructive manner. **TEACHER NOTE:** Encourage students to understand the impact of criticism on psychological state, emotional state, and habitual behavior and beliefs.
Develop appropriate responses to criticism.	Understands and relates that three ineffective responses to criticism are: 1) being aggressive, 2) being passive, and 3) being both. Understands and relates that three effective responses to criticism are: 1) acknowledgment, 2) token agreement with a critic, and 3) probing clarifications.

GOAL 5: **The student will research by finding information to support informal and formal productions.**
(National Standard 5)

Objective	Implications for Learning and Teaching
Grades K-2	
5.1 Choose ideas, objects or other stimuli to use as a basis for drama activities.	
Focus:	
Identify possible dramatic presentations from a specific stimulus.	Identifies the five senses and use them as stimuli for dramatic ideas. Builds story possibilities by starting with a place, message, character or idea.
Discover the impetus underlying a known dramatic idea or story.	Uses fairy tales, nursery rhymes, folklore, and myths to investigate theatre possibilities and to foster storytelling, improvisation, and play making.

GOAL 5: **The student will research by finding information to support informal and formal productions.**
(National Standard 5)

Objective	Implications for Learning and Teaching
Grades 3-5 5.1 Develop research skills necessary for planning dramatic presentations. **Focus:**	
Identify major facts when doing research.	Chooses a specific topic to research. Reads materials that deal with a specific topic. Lists the major facts important to planning a presentation. Writes a scene using only the major facts. Writes a character sketch based on the major facts. Draws conclusions based on research. **TEACHER NOTE:** Students in grades 3-5 are developing the necessary reading and research skills to be able to create presentations based on facts they have learned. Students need experiences which help them identify major facts and draw conclusions from their research. The following model is one type that might be used. What do I want to know about? Topic ____________________ Questions Major Facts Who did it? ____________________ Where did it happen? ____________________ Why did it occur? ____________________ How did it happen? ____________________ How long did it last? ____________________ (Correlates with Media Competency Goals 2.1 and 2.2)

THEATRE ARTS

GOAL 5: **The student will research by finding information to support informal and formal productions.**
(National Standard 5)

Objective	**Implications for Learning and Teaching**
Grades 3-5 5.1 Develop research skills necessary for planning dramatic presentations. (continued) **Focus:**	
Identify and read literature of cultural and historical significance through print, electronic, human and communication reference sources.	Selects materials of cultural and/or historical significance from which to develop formal or informal presentations. Draws and communicates conclusions based on research.
Share research in small or whole group settings.	Plans a dramatic presentation based on major facts and conclusions. Writes a scene based on conclusions found through research. Plans and executes a presentation incorporating appropriate technical theatre elements.

GOAL 5: **The student will research by finding information to support informal and formal productions.**
(National Standard 5)

Objective	Implications for Learning and Teaching
Grades 6-8	
5.1 Gather, evaluate, and use information as a basis for dramatic activities. **Focus:**	**TEACHER NOTE:** Students bring to any theatrical experience a collection of personal experiences and cultural expectations as well as knowledge about other cultures learned in classroom activities. These experiences usually must be augmented with additional research. This research deepens insights into the dramatic situation and brings the dramatic activity to life. At the same time, the process of engaging in dramatic play based on the study of another's experiences deepens insights and makes the knowledge of another culture more real. Selecting dramatic material which relates to other curricula the students are studying provides a base of common knowledge that will support the dramatic process and going through the dramatic process supports the knowledge acquired in other classes. The theatre arts teacher must take responsibility to learn about the 6-8 grade Social Studies, Communication Skills, Math, Science, and other related curriculum in order to integrate successfully.
Recognize and know when to employ different types of research.	Researches the practices, customs, taboos, art, literature, music, and other characteristics of a society and adapt important aspects into the environment, script, and staging of a theatre piece set in another culture. Researches current events to define trends and other pertinent data in theatrical production.
Employ a variety of different research methods to support production.	Identifies and uses different types of research such as: 1) Interviews (often video taped) with relatives, friends, and neighbors about personal experiences (primary research), 2) Secondary resources from libraries and computer data bases to include encyclopedias, books, articles in magazines, video tapes, and etc., 3) Classroom textbooks and scholarly research in libraries. Uses research to create designs and/or design motifs.
Know the legal and ethical obligations for using the ideas of others.	Gives proper credit, cite sources and use correct notation to identify the ideas of others in research. Researches and helps fulfill the legal obligations of producing a theatrical work including obtaining rights, giving credit in publicity and programs, and fulfilling any other copyright and legal obligations.

GOAL 5: **The student will research by finding information to support informal and formal productions.**
(National Standard 5)

Objectives	**Implications for Learning and Teaching**
Grades 9-12	
5.1 Develop an awareness of the impact history and theatre have had upon each other.	**TEACHER NOTE:** This is an excellent opportunity to reinforce many concepts studied in the Social Studies and Communication Skills curriculum.
Focus:	
Understand how theatrical expression is one index to the artistic and social values and accomplishments of civilization.	Identifies theatre contributors from different historical periods. Understands production elements which dramatize different historical periods, social relevance, historical figures, and cultural groups.
Consider and recognize theatre as a force for social change and a potential cause of action in cultural history.	Understands that theatre has the capacity for promoting societal and personal self-examination. Identifies occasions during which theatre has caused self-examination. **TEACHER NOTE:** Some very strong examples which may be successfully explored with 9-12 grade students include: David Rabe's *Vietnam War Trilogy*, Ibsen's *A Doll's House*, the *Living Newspaper* productions, the *Works Progress Administration*, the *Federal Theatre Project, Triple-A Plowed Under, One-Third-of-a-Nation,* and *Power*. These works are all examples of self and societal examination. This study coincides with American History, docudrama, and play writing.
Explore theatre history through dramatic literature.	Examines dramatic texts for clues to accurate portrayal of cultural, social, and political ideas and events. Explores and relates how character roles and settings are depicted in dramatic historical literature.

GOAL 5: **The student will research by finding information to support informal and formal productions.**
(National Standard 5)

Objective	**Implications for Learning and Teaching**
Grades 9-12	
5.2 Develop a sense of how theatre has evolved.	
Focus:	
Recognize the living and evolving nature of theatre.	Discusses how theatre reflects current history, perceptions of historical events and uses available technology in every period.
Recognize that some of the world's great writers have written for the stage.	Reads, discusses, or presents works by writers such as Sophocles, Shakespeare, Arthur Miller, August Wilson, Lorraine Hansberry.
Discover and develop an awareness of theatre techniques and conventions through research.	Researches and uses research about the history of theatrical performances to assist with performing dramatic texts. Researches and applies stage conventions for traditional and alternative performance spaces and action. Researches, understands and employs established staging conventions appropriate to style and genre. Researches a variety of materials to gain insights and information for use in creating theatrical designs.
Understand the evolution of technical theatre.	Researches and understands the basic history and development of the technical elements of theatre.
Grades 9-12	
5.3 Develop a world view of theatre's role in society.	
Focus:	
Identify theatre contributors of different cultures and historical periods.	Identifies ways in which theatre practitioners in different cultures and time periods have used motifs and themes which remain appropriate and prominent. Researches appropriate settings, properties, costumes, and makeup which illustrate cultural environments and/or historical periods.

GOAL 5: **The student will research by finding information to support informal and formal productions.**
(National Standard 5)

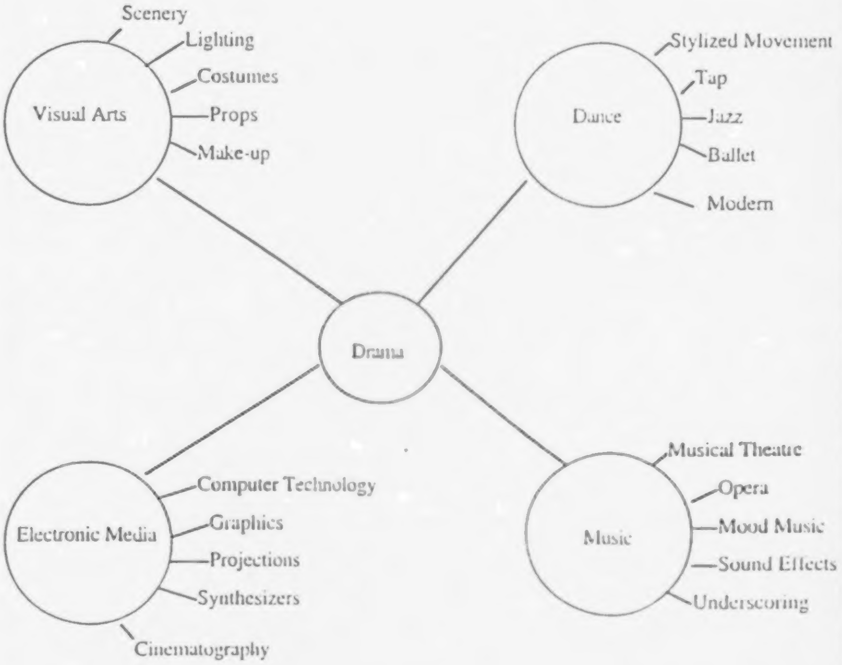
Objective	Implications for Learning and Teaching
Grades 9-12 5.4 Develop an awareness of dramatic and literary genres. **Focus:**	
Recognize that drama is a form of literature.	Applies principles gained from reading literary criticism, dramatic criticism, and aesthetics to classroom and theatre productions. **TEACHER NOTE:** Reinforce that Shakespeare, considered by many to be the greatest writer of all time, chose to write dramatic literature for performance (plays).
Identify acting styles.	Identifies and researches various theories and methods of acting. **TEACHER NOTE:** Students may study the theories of Stanislavski, Bolaslavski, Sanford Meisner, Lee Strasberg, Stella Adler, Uta Hagen, Joeseph Chaikin, Viola Spolin, etc.

THEATRE ARTS

GOAL 6: **The student will compare and integrate art forms by analyzing traditional theatre, dance, music, visual arts, and new art forms.**
(National Standard 6)

Objective	**Implications for Learning and Teaching**
Grades K-2 6.1 Explore other art forms. **Focus:** Experience examples of dance, music and visual arts.	Discusses how sensory stimuli is basic to all art forms. Discusses emotions evoked and ideas expressed by various art forms. Describes the feelings and response to a variety of art forms. Identifies and understands some of the symbols used in all art forms. Discusses similarities and differences among art forms. Explores and relates how other art forms are used to motivate and/or comment upon dramatic activities.
Grades K-2 6.2 Explore how other dramatic media and art forms relate to theatre. **Focus:** Identify similar components of other art forms which are also found in theatre.	Finds and lists artistic components of theatre and other art forms. Compares known stories which have examples in various art forms.

GOAL 6: **The student will compare and integrate art forms by analyzing traditional theatre, dance, music, visual arts, and new art forms.**
(National Standard 6)

Objective	Implications for Learning and Teaching
Grades 3-5 6.1 Explore and understand the basic nature of dramatic media and its relationship to other art forms.	
Focus:	
Classify different art forms.	Lists and defines different art forms. Compares and looks for relationships among art forms.
Understand that theatre is the synthesis of all art forms.	Illustrates how drama often uses one or more other art forms in production. **TEACHER NOTE:** Theatre is the synthesis of all art forms. Students will begin to see relationships develop. Activities may include using a piece of literature or a situation and developing it into various theatrical presentations such as a musical, mime, tragedy, kabuki play, western, comedy, silent movie, melodrama, or situation comedy.  Visual Arts Scenery Lighting Costumes Props Make-up Dance Stylized Movement Tap Jazz Ballet Modern Drama Electronic Media Computer Technology Graphics Projections Synthesizers Cinematography Music Musical Theatre Opera Mood Music Sound Effects Underscoring

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THEATRE ARTS

GOAL 6: **The student will compare and integrate art forms by analyzing traditional theatre, dance, music, visual arts, and new art forms.**
(National Standard 6)

Objective	**Implications for Learning and Teaching**
Grades 3-5	
6.1 Explore and understand the basic nature of dramatic media and its relationship to other art forms. (continued)	
Focus:	
Develop dramatic presentations using a variety of art forms.	Writes a scene or play that uses one or more art forms. Produces a presentation that uses one or more art forms.
Analyze and articulate the interactions and responses of audiences to various dramatic media.	Responds as an audience member to a variety of dramatic media. **TEACHER NOTE:** The following is an example for integrating dance, visual art, music, and theatre arts:

Story	Drama	Dance	Art	Music
Cinderella	Create a play	Choreograph a ballroom dance	Design a shoe	Select escape music
Jack and the Beanstalk	Write a scenario	Improvise a dance for the Giant	Design and make a beanstalk	Create sound effects for the Giant
The Magic Fish	Create an under sea play		Paint a sea mural	
Why Mosquitos Buzz in People's Ears	Adapt the story into reader's theatre form	Create a sun dance	Create a costume for a mosquito	Compose music to underscore the dance

GOAL 6: **The student will compare and integrate art forms by analyzing traditional theatre, dance, music, visual arts, and new art forms.**
(National Standard 6)

Objective	Implications for Learning and Teaching
Grades 6-8	
6.1 Explore and understand the basic nature of art forms.	
Focus:	
Experience various art forms.	Begins to build a repertoire of arts experiences on which to base aesthetic judgment.
Examine relationships between theatre and other forms of art.	Compares and contrasts different art forms. **TEACHER NOTE:** The unique nature of theatre results from the synthesis of other art forms. Ideas and information are expressed through various styles of presentation. Theatre blends entertainment with education, emotion with thought, and simplicity with spectacle. Examines the principles of other art forms in the process of creating drama and theatre which combines these forms. Uses multimedia in presentations.
Begin to expand critical language and skills in order to analyze art forms.	Arrives at and relates an informal opinion as to the significance of the similarities and differences between the various art forms. Begins to identify and describe aesthetic qualities in all the arts.
Identify the elements that comprise other art forms.	Classifies the elements which comprise a "whole" artistic work.

GOAL 6: **The student will compare and integrate art forms by analyzing traditional theatre, dance, music, visual arts, and new art forms.**
(National Standard 6)

Objective	Implications for Learning and Teaching
Grades 6-8	
6.2 Understand that theatre can synthesize all the arts.	
Focus:	
Classify the elements that comprise a dramatic work.	Identifies the arts used to make a theatre production. Defines the role of choreographer, musical director, designers, stage director, and actor/dancer/musician and, whenever possible, fulfill the responsibilities of these roles. Recognizes how each art form is transformed through the synthesis of creating a "production." **TEACHER NOTE:** In a musical theatre number, the actors are not just acting, singing, or dancing but creating a piece of musical theatre art. Designers are creating more than a visual artifact in creating designs for performance; the artifact becomes a significant part of a performance. In many cases, the artifact possesses the power to move on the stage as a part of the process, animated by the actor, by beams of light, or by human or mechanical force.
Begin to combine art forms to create dramatic works.	Uses skills acquired in other art forms to create dramatic activities.
Use knowledge and skills acquired in other subject areas to create theatrical activities.	Participates in activities which maximize opportunities for interdisciplinary expression. Uses elements of other disciplines (Social Studies, Communication Skills, Second Languages, Science, etc.) to create dramatic activities.

THEATRE ARTS

GOAL 6: **The student will compare and integrate art forms by analyzing traditional theatre, dance, music, visual arts, and new art forms.**
(National Standard 6)

Objective	Implications for Learning and Teaching
Grades 9-12	
6.1 Explore and understand the basic nature of the art forms and how they relate to the study, process and production of theatre.	**TEACHER NOTE:** This study is an excellent opportunity for arts educators to promote interdisciplinary collaboration among their content areas.
Focus:	
Recognize and understand that visuals, sounds, movement, and words are unique ways of presenting ideas and feelings manifested through all the arts.	Draws and relates legitimate connections between theatre and other arts through careful analysis of similarities and differences.
Recognize that aesthetic learning involves artistic action which is dramatic in nature.	Understands, explains, and gives examples of the principle of aesthetic distance.
Grades 9-12	
6.2 Understand theatre as a synthesis of all the arts.	**TEACHER NOTE:** For additional information, see the teacher note for the 6-8 Goal 6, Objective 6.2 which discusses musical theatre.
Focus:	
Learn and practice theatre as a synthesis of all arts.	Blends appropriate elements of dance and movement into the physicalization of a role. Incorporates the elements of music and internalize musical experiences to develop characterization or create a sound design. Incorporates the elements of visual arts and internalize visual arts experiences to design and execute a visual environment for a production or to enhance characterization. Uses appropriate elements of literature and internalize literary experiences to facilitate theatrical processes in all areas.

THEATRE ARTS

GOAL 7: **The student will analyze, critique, and construct meaning from informal and formal theatre, film, television, and electronic media productions.** (National Standard 7)

Objective	Implications for Learning and Teaching
Grades K-2 7.1 Respond to how drama affects our thoughts and feelings. **Focus:**	
Discuss reactions to a work of theatre, film, television or electronic media.	Expresses physically and verbally what is noticed about drama activities and/or age appropriate theatre, film, television, or electronic media presentations. Identifies and justifies the characters most admired and most disliked. Gives reasons for choices made in performance. Describes appearance, action, and purpose of characters seen or portrayed. Gives suggestions for alternatives to the action seen or played.
Understand acceptable audience behaviors.	Discusses both positive and negative audience behaviors. Relates how audience members have personal likes and dislikes. **TEACHER NOTE:** Role-play positive and negative audience responses as examples for students and to promote discussion of desirable behavior.
Grades K-2 7.2 Respond to differences between live and recorded productions. **Focus:**	
Experience examples of live and recorded productions.	Compares and contrasts live and recorded performances. **TEACHER NOTE:** Perform live examples of recorded dramatic stories to bring these to life for your students. Identifies and explains the most exciting and meaningful elements of scenes viewed and performed.

THEATRE ARTS

GOAL 7: **The student will analyze, critique, and construct meaning from informal and formal theatre, film, television, and electronic media productions.**
(National Standard 7)

Objective	Implications for Learning and Teaching
Grades 3-5	
7.1 Understand and analyze dramatic elements found in theatre, film, television, and electronic media presentations.	
Focus:	
Identify dramatic questions, incidents, and resolutions.	Analyzes classroom dramatizations and, answering the questions "How do you know?" and "What will happen if?," suggest alternative ideas for characterizations, environments, and develop situations.
Recognize the beginning, middle and end in dramatic structure.	Identifies the beginning, middle and end of a written or performed piece.
Discuss how character relationships are revealed through action and dialogue.	Answers questions based on the action and dialogue that describe the character. Lists and discusses character attributes found through the action and dialogue of a scene or presentation.
Discuss how sets, properties, lighting, costume, and makeup contribute to the feeling and mood of characters and scenes.	Lists and discusses what contributions scenery makes to the feeling and mood of characters and scenes. Lists and discusses what contributions props make to the feeling and mood of characters and scenes. Lists and discusses what contributions lighting makes to the feeling and mood of characters and scenes. Lists and discusses what contributions costumes make to the feeling and mood of characters and scenes. Lists and discusses what contributions makeup makes to the feeling and mood of characters and scenes.

GOAL 7: **The student will analyze, critique, and construct meaning from informal and formal theatre, film, television, and electronic media productions.** (National Standard 7)

Objective	Implications for Learning and Teaching
Grades 3-5	
7.2 Identify and recognize personal responses to dramatic productions.	
Focus:	
Recognize that personal preferences influence aesthetic valuing.	After observing theatre and dramatic media presentations, expresses personal preferences.
Develop criteria for critiquing theatre and dramatic media presentations.	Establishes a criteria for appraising theatre and dramatic media presentations.
Critique theatre and dramatic media presentations.	Demonstrates the use of a criteria to critique theatre and dramatic media presentations.
Demonstrate appropriate delivery of criticism.	Orally or in writing, provides constructive criticism of theatre and dramatic media presentations.
Share perceptions of theatre experiences and compare these to drama activities explored in the classroom and other media.	Expresses personal preferences and relates experiences to activities explored in the classroom. **TEACHER NOTE:** Aesthetic valuing involves the development of the ability to make informed judgments regarding the arts.
Discuss the elements in dramatic activities that produce pleasure and dissatisfaction.	Shares perceptions of theatre experiences by discussing and analyzing a dramatic production.
Critique class projects and productions.	Identifies the following elements of a performance: 1. theme 2. mood 3. plot 4. character portrayal 5. technical elements 6. staging

GOAL 7: **The student will analyze, critique, and construct meaning from informal and formal theatre, film, television, and electronic media productions.** (National Standard 7)

Objective	Implications for Learning and Teaching
Grades 3-5 7.3 Identify and respond to the differences between live theatre, film, television, and electronic media.	
Focus:	
Define how live theatre, film, television, and electronic media productions are alike.	Compares a variety of dramatic performance media that include both live and recorded productions.
Define how live theatre, film, television, and electronic media productions are different.	Contrasts a variety of dramatic performance media that include both live and recorded productions. Draws conclusions based on similarities and differences among performance media. **TEACHER NOTE:** Have students make use of a graphic organizer such as the one below to demonstrate similarities and differences in performance mediums. You may choose to present this activity as a whole group project at grade three, a small group project at grade 4, or an individual student project at grade 5. Compare and Contrast Model Dramatic Characters Life How Alike? How Different? Conclusion

GOAL 7: **The student will analyze, critique, and construct meaning from informal and formal theatre, film, television, and electronic media productions.**
(National Standard 7)

Objective	Implications for Learning and Teaching
Grades 6-8	
7.1 Respond to theatre and related dramatic media.	**TEACHER NOTE:** The quote, "Use life to understand theatre and theatre to understand life", might be useful in generating discussion.
Focus:	
Begin to develop vocabulary needed to establish aesthetic criteria.	Establishes criteria for audiences to participate either actively or through appropriate observation. Identifies and discusses the use of symbol, theme, and metaphor in productions. Reads criticism of drama, theatre, and other dramatic media.
Express personal reactions to various productions.	Writes, discusses, and debates different opinions about themes and meanings of productions observed and from dramatic literature. Debates the meaning and social value of theatrical productions. Records impressions in a drama journal.
Recognize and practice audience etiquette.	Discusses and evaluates through role playing appropriate behaviors of audience etiquette. Practices appropriate kinds of audience response.

THEATRE ARTS

GOAL 7: **The student will analyze, critique, and construct meaning from informal and formal theatre, film, television, and electronic media productions.** (National Standard 7)

Objective	Implications for Learning and Teaching
Grades 6-8 7.2 Analyze and critique works of informal and formal theatre, film, television, and electronic media productions. **Focus:** Evaluate productions using established aesthetic criteria.	Discusses, debates, and writes about how media and culture interact with each other. Demonstrates the ability to distinguish between objective and subjective criteria. Evaluates attitudes, values, and belief systems expressed in various media. **TEACHER NOTE:** Frequently, television and movie role models are not kind to authority figures. Younger characters often outwit and humiliate adult characters who are portrayed as foolish and stupid. Discussion can lead to students having more accurate insights. Identifies point of view in various media, news programs, talk radio, and etc. Participates in constructive critique sessions.

THEATRE ARTS

GOAL 7: **The student will analyze, critique, and construct meaning from informal and formal theatre, film, television, and electronic media productions.**
(National Standard 7)

Objective	Implications for Learning and Teaching
Grades 6-8 7.3 Express meaning perceived from informal and formal theatre, film, television, and electronic media productions. **Focus:**	
Respond appropriately as audience members to a presentation.	Establishes processes for critiquing and reviewing performances and classroom projects. Using examples from productions and dramatic media, writes, discusses, and debates how art imitates life. Using descriptive or prescriptive critique, responds verbally or in writing to productions in various media. Practices active listening. **TEACHER NOTE:** Establish a framework for discussion through positive feedback first; then suggest alternative ways to do things and make improvements. Help students use critical judgment without being judgmental. Middle school students need to learn to use tactful observation and to avoid egocentric opinions that brook no other perspective. Avoid thumbs up/thumbs down type of evaluations. For example, students can read two plays by Susan Zeder dealing with family problems that use different styles: *Step On A Crack* (which uses fantastical theatrical conventions dealing with the addition of a step-mother to a family) and *Doors* (which uses a more realistic approach to deal with divorce.) In evaluating realistic and theatrical styles of presentation, some students criticize works of art based on literal realism and reject fantastical notions. Point out that mature observers can accept the non-realistic and presentational forms of theatre, but that it becomes more difficult to accept these styles in film and television, which more often rely on literal representation.

THEATRE ARTS

GOAL 7: **The student will analyze, critique, and construct meaning from informal and formal theatre, film, television, and electronic media productions.** (National Standard 7)

Objective	**Implications for Learning and Teaching**
Grades 6-8 7.3 Express meaning perceived from informal and formal theatre, film, television, and electronic media productions.(continued) **Focus:**	
Respond to the effectiveness of an environment for formal or informal presentations.	Supports with evidence and example, personal opinions based on feelings evoked by performances. **TEACHER NOTE:** Point out that characterizing productions by saying "I liked it" or "I didn't like it" without further elaboration is the most elementary level of evaluation. Stress that mature viewers learn to tolerate, evaluate, and often come to appreciate and enjoy productions even when the productions are outside of their normal experiences. Writes evaluations of the impact different environments have upon plays, television programs, film, and other media. Identifies and relates underlying meanings expressed through various media in order to understand how media may influence behavior, i.e. commercials which have hidden implications ("What are they really selling me?"). **TEACHER NOTE:** This is an excellent opportunity to develop a unit that incorporates concepts from economics, advertising, and marketing.

GOAL 7: **The student will analyze, critique, and construct meaning from informal and formal theatre, film, television, and electronic media productions.**
(National Standard 7)

Objective	Implications for Learning and Teaching
Grades 9-12	
7.1 Understand, analyze, and evaluate dramatic elements. **Focus:**	**TEACHER NOTE:** When evaluating the work of others, it is important to discuss not only the "what" of a choice. but "why" the choice was made.
Expand depth and scope of aesthetic judgment.	Experiences performances of diverse styles, modes, and genres. Understands and applies basic principles for forming generalizations and making inductions.
Develop and use a personal aesthetic criteria to critique the intent, structure, effectiveness, and value of a variety of performances.	Analyzes and evaluates audience responses to productions. Investigates, understands, and relates methods used to present themes. Analyzes and interprets dialogue and movement for appropriateness to situation, style, period, characterization, etc. Analyzes settings, properties and costumes to identify visual elements used to convey the originator's intent. Analyzes sound and special effects to determine ways they are used to convey originator's intent. Identifies, understands, and explains conventions used in theatre such as asides, soliloquies, fade, voice over, etc. Discusses how performances broaden perceptions of the strengths and possibilities of human potential.

GOAL 8: **The student will understand context by analyzing the role of theatre, film, television, and electronic media in the past and present.**
(National Standard 8)

Objective	**Implications for Learning and Teaching**
Grades K-2 8.1 Develop an awareness that drama comes from all cultures throughout time. **Focus:** Experience a variety of dramatic stories from various cultures and historical periods.	Listens to, reads about, plans and engages in drama activities in which many cultural groups are represented. Develops an awareness of appropriate settings, costumes, and properties to illustrate cultural and historical differences. Recognizes commonalties in drama from different cultures by identifying patterns based on repetition of elements. Listens to, reads about, plans and enacts scenes which involve diverse cultural characters and themes. **TEACHER NOTE:** Puppets are an excellent example to use at these grade levels to show how the same medium slightly different in actual form (rod puppets versus marionettes for example) is found in various cultures.
Grades K-2 8.2 Understand the impact of theatre, film, television, and electronic media on people's lives. **Focus:** Become aware of theatre, film, television and electronic media opportunities available daily.	Shows ways in which theatre, film, television, and electronic media may influence behavior. **TEACHER NOTE:** For example, discuss toy consumer trends and how they are generated by popular films.

GOAL 8: **The student will understand context by analyzing the role of theatre, film, television, and electronic media in the past and present.**
(National Standard 8)

Objective	Implications for Learning and Teaching
Grades 3-5 8.1 Understand that theatre is a time-honored art form. **Focus:**	
Engage in dramatic activities that draw from a variety of cultures and historical periods.	Researches the art, music, life, theatre, dance, and customs and traditions of a variety of cultures and periods.
Enact characters of significant historical importance.	Reads about people and creates roles of cultural and/or historical significance. Creates time-lines of significant events in theatre history.
Develop an awareness of appropriate settings, costumes, and properties to illustrate cultural and historical differences.	Designs masks, costume pieces or simple settings for dramatic activities that draw from various cultures and periods in theatre history from such countries as Greece, Italy, Africa, Japan, Mexico, India, etc.
Create dramas or puppet shows that draw from a variety of cultures and historical periods.	Studies and emulates puppetry as it relates to the culture and history of different countries such as the Javanese shadow puppetry, Japanese bunraku, the English Punch 'n Judy show, French marionettes, Native American kachinas, and the Muppets. **TEACHER NOTE:** Research is a good way to explore the role of media. The following is a suggested format for a student research project. Topic ____ Prior Knowledge: Suggested topics may include: puppets, masks, myths, mime, costumes, theatres, etc. New Knowledge: Information may include facts about: political, social, economic, and cultural practices as related to theatre. Including the relation of theatre to other arts.
Explore ideas, terms and expressions that have been passed down and become tradition in theatre.	Researches a variety of theatre traditions such as the use of "break-a-leg", catwalk, green room, and limelight.

THEATRE ARTS

GOAL 8: **The student will understand context by analyzing the role of theatre, film, television, and electronic media in the past and present.**
(National Standard 8)

Objective	**Implications for Learning and Teaching**
Grades 3-5	
8.2 Relate theatre and dramatic media to life situations.	
Focus:	
Define how situations and characters in drama are similar and different to those in life.	Reads or views a variety of stories and plays, and compares and contrasts the characters and situations to everyday life. Understands and can explain that identifying how something unfamiliar is similar to something familiar, makes the unfamiliar thing more understandable. **TEACHER NOTE:** Students may use a graphic organizer for comparison and contrast. They should be encouraged to draw conclusions about how drama relates to various cultures.
Identify character types by recognizing common behaviors.	Lists common character traits and behaviors. Defines common character types.
Recognize similarities of plot, theme, and character in stories from different cultures.	Reads and compares similar literature. Charts commonalties among literature from various cultures.

GOAL 8: **The student will understand context by analyzing the role of theatre, film, television, and electronic media in the past and present.**
(National Standard 8)

Objective	Implications for Learning and Teaching
Grades 3-5 8.2 Relate theatre and dramatic media to life situations. (continued)	**TEACHER NOTE:** You might consider having students use the following type of chart for making comparisons among stories.

	Traditional Cinderella	Brocade Slipper	The Korean Cinderella	The Moss Gown
Character				
Setting				
Time				
Problem				
Solution				
Theme				
Other				

For this comparison, the theme will be the common thread that ties all these similar stories together.

Objective	Implications for Learning and Teaching
Recognize how theatre permits exploration of human behavior despite cultural, ethnic, time and geographical differences.	Reads and discusses literature of the past and present from a variety of cultures. Enacts scenes that reflect consequences based on character actions and human behavior.

GOAL 8: **The student will understand context by analyzing the role of theatre, film, television, and electronic media in the past and present.**
(National Standard 8)

Objective	Implications for Learning and Teaching
Grades 3-5 8.3 Explore roles and careers in theatre and related media.	
Focus: Explore a variety of career possibilities in theatre, film, television, and other dramatic media.	Defines the duties and responsibilities of various occupations in theatre, film, television, and other dramatic arts. Serves as a member of a production team for a dramatic presentation or project. **TEACHER NOTE:** In defining the various jobs, you may wish to have students chart the job titles and what they do in the theatre. Theatre Careers Job title: What they do: Director ____________________ Actor ____________________ Designer, etc. ____________________ __________ ____________________ __________ ____________________

GOAL 8: **The student will understand context by analyzing the role of theatre, film, television, and electronic media in the past and present.**
(National Standard 8)

Objective	Implications for Learning and Teaching
Grades 3-5 8.3 Explore roles and careers in theatre and related media. (continued) **Focus:**	
Realize how the arts play an important role in the everyday life of a community.	Identifies the interdependence of the artistic, economic, and residential components of a community. **TEACHER NOTE:** Students should become aware that the arts play an important role in the everyday life of a community and that artisans, businesses, educators and communities rely on each other for support and enrichment. You may want to ask students the following questions: What services do businesses offer the community and the arts? (Students may respond with a variety of answers from providing jobs to supporting artists and theatres through contributions.) What services do the arts offer the community and its businesses? (Students may respond with answers from enriching the lives of the community to providing entertainment.) What services does the community and business offer the arts and businesses? (Students may give ideas such as volunteer services to working for businesses.) In addition, this study correlates with Competency Goal 10 of the third grade Social Studies curriculum.
Demonstrate appreciation of human achievement in the arts as a specified field of endeavor.	Studies and reports on examples of successful and celebrated artists in theatre, film, television, and electronic media.
Develop a positive attitude toward the important role of work in society.	Identifies types of work available in the local community. Discusses and gives examples of the interdependence among workers in the local community. Discusses, evaluates ideas about , and reports on the importance of a variety of jobs, to include those related to theatre, in the community.

THEATRE ARTS

GOAL 8: **The student will understand context by analyzing the role of theatre, film, television, and electronic media in the past and present**
(National Standard 8)

Objective	Implications for Learning and Teaching
Grades 6-8	
8.1 Compare and contrast theatre and related media to real life.	**TEACHER NOTE:** The quote "the willing suspension of disbelief" by Samuel Taylor Coleridge might be used to generate discussion of how illusion is used to examine reality.
Focus:	
Explain how situations and characters in drama are alike or different to those in life.	Compares and contrasts a dramatic situation to real-life "dramas" created by the media.
Explain how plays, television, and film imitate and/or interpret life.	Compares different theatrical approaches to the same situation.
Relate dramatic themes to personal experiences.	Identifies appropriate personal experiences that can influence or become the basis for dramatic works. Uses biography writing and storytelling to create personal theatre under carefully controlled circumstances.

GOAL 8: **The student will understand context by analyzing the role of theatre, film, television, and electronic media in the past and present**
(National Standard 8)

Objective	Implications for Learning and Teaching
Grades 6-8	
8.2 Understand how theatre and related media have reflected and transformed various cultures throughout history.	
Focus:	
Understand that all cultures reflect their ideas and conventions through drama.	Recognizes traits common to almost all societies as well as individual cultural adaptations born of the special and singular given circumstances of a particular society. Reads, discusses, and writes about connections between theatre and the culture in which it is created. Discusses and relates the use of theatrical conventions, mythology, and cultural connections in art forms.
Recognize drama as a major form of literature.	Discusses plays from a variety of playwrights. Examines how theatrical, social, political, and cultural heritage is preserved in dramatic texts.
Read and respond to selections from narrative and dramatic texts depicting different historical times and reflecting various cultures.	Examines and reports on significant periods of theatre history across cultures. Compares the ways in which playwrights have used the same ideas and subjects in different cultures and times.
Explore historical and cultural concepts through dramatic activities.	Studies other cultures by integrating theatre arts study with that of Social Studies and Second Languages. **TEACHER NOTE:** This correlates with grades 6 and 7, Goals 2 and 7 of the Social Studies curriculum in the Teacher Handbook.
Begin to recognize a production's faithfulness to historical period and cultural identity.	Identifies and reports on significant theatre contributors (playwrights, directors, actors, etc.) of different cultures and historical periods.
Integrate with other curricula by understanding the role of theatre in different cultures.	Writes about, debates, and discusses a production's faithfulness to historical periods and cultural identity. Reads, discusses, and writes about the connections of other cultures studied in other classes.

GOAL 8: **The student will understand context by analyzing the role of theatre, film, television, and electronic media in the past and present.**
(National Standard 8)

Objective	Implications for Learning and Teaching
Grades 9-12 8.1 Compare and contrast productions with life situations. **Focus:**	
View and understand theatrical events as a reflection of social, political, cultural, and psychological commentary.	Applies a definition of universality to the validity of the themes of productions. Explores and analyzes how theatre allows participants and audience to investigate emotions, behavior, and situations both vicariously and safely. **TEACHER NOTE:** A discussion of "the willing suspension of disbelief" may be helpful. Explores the ways and demonstrate an understanding of how a theatrical community is comparable to families and other groups.
Explore the use of theatre and related media as a personal educational tool.	Reflects upon personal and universal meanings in productions. Identifies motifs, symbols, and metaphors in productions and relates them to personal experience. Identifies, understands, and relates how theatrical experiences have made a significant difference in personal and social knowledge and feeling.
Grades 9-12 8.2 Understand the role of theatre and related areas as an avocation. **Focus:**	
Realize that theatre and related media are valuable activities.	Recognizes and relates how theatre and related areas play a role in the world of work and as a means of renewal and recreation. Identifies available theatre opportunities within education and the community.

THEATRE ARTS

GOAL 8: **The student will understand context by analyzing the role of theatre, film, television, and electronic media in the past and present.**
(National Standard 8)

Objective	Implications for Learning and Teaching
Grades 9-12	
8.3 Understand the roles and careers for theatre and related areas.	
Focus:	
Recognize that theatre and related areas play a role in the world of work as occupational opportunities.	Becomes familiar with the range of careers in theatre and related areas. Recognizes specialized occupations in theatre and related areas. Explores in depth, selected occupations in theatre or related areas. Defines qualifications and skills required to enter various theatre and related areas occupations. Understands and relates the functions of theatre unions, associations and agents. Gains insight concerning the discipline and knowledge required for career preparation in theatre and related areas. Develops skills required for career preparation in theatre and related areas such as preparing a resume and/or portfolio, being interviewed or auditioning, etc. **TEACHER NOTE:** Be sure that theatre is included in your school's career day.

GOAL 8: **The student will understand context by analyzing the role of theatre, film, television, and electronic media in the past and present.**
(National Standard 8)

Objective	**Implications for Learning and Teaching**
Grades 9-12 8.4 Demonstrate responsible behavior and social discipline through theatre and related media. **Focus:**	
Acquire successful collaboration skills.	Demonstrates the ability to lead and to follow. Follows directions. Participates cooperatively. Refrains from behavior that detracts from the group. Contributes ideas appropriately. Demonstrates respect for others' space, feelings, and ideas. Respects the working methods of others. Modifies plans on the basis of constructive criticism. Accepts final group decisions. **TEACHER NOTE:** This study needs to be reinforced as often as possible since the business community frequently identifies the ability to work well in groups as a primary need in the work force today.

THEATRE ARTS GLOSSARY

Action: The core of a theatre piece; the sense of forward movement created by the sense of time and/or the physical and psychological motivation of characters.

Aesthetic criteria: Criteria developed about the visual, aural, and oral aspects of the witnessed event, derived from cultural and emotional values and cognitive meaning.

Aesthetic qualities: The emotional values and cognitive meanings derived from interpreting a work of art; the symbolic nature of art.

Agent of fate: A person whose force or power predetermines inevitable events.

Antagonist: One who opposes and actively competes with another in a play, most often with the protagonist.

Artistic choices: Selections made by theatre artists about situation, action, direction, and design in order to convey meaning.

Blocking: The path formed by the actors movement on stage usually determined by the director with assistance from the actor and often written down in a script using commonly accepted theatrical symbols.

Character: A person portrayed in a drama, novel, or other artistic piece.

Classical: A dramatic form and production techniques considered of significance in earlier times, in any culture or historical period.

Classroom dramatizations: The act of creating character, dialogue, action, and environment for the purpose of exploration, experimentation, and study in a setting where there is no formal audience observation except for that of fellow students and teachers.

Climax: The point of greatest intensity in a series or progression of events in a play which is often the turning point of the plot and leads to some kind of resolution.

Conflict: The struggle between opposing forces, ideas, or interests in a play.

Complication: A factor, condition, and/or element that complicates the situation in a play.

Constructed meaning: The personal understandings of dramatic/artistic intentions and actions and their social and personal significance, selected and organized from aural, oral, and visual symbols of a dramatic production.

Creative drama: An improvisational, nonexhibitional, process-centered form of drama in which participants are guided by a leader to imagine, enact, and reflect upon human experiences.

Denouement: The solution, clarification, and/or unraveling of the plot of a play.

Dialogue: Words used by characters to express thoughts, feelings, and actions.

Drama: The art of composing, writing, acting, or producing plays; a literary composition intended to portray life character or tell a story usually involving conflicts and emotions exhibited through action and dialogue, designed for theatrical performance.

Dramatic media: Means of telling stories by way of stage, film, television, radio, or computer discs.

Dramatic play: Spontaneous dramatic enactment often done by children pretending or imitating while playing.

Electronic media: Means of communication characterized by the use of technology; radio, computers (e.g. virtual reality).

Emotional memory: Recalling specific emotions such as fear, joy or anger.

Enact: To act out, as on a stage.

Ensemble: The dynamic interaction and harmonious blending of the efforts of the many artists involved in the dramatic activity of theatrical production.

Environment: Physical surroundings that establish place, time, and atmosphere/mood; the physical conditions that reflect and affect the emotions, thoughts, and actions of characters.

Exposition: The part of a play that introduces the theme, chief characters, and current circumstances.

Falling action: The series of events following the climax.

Fantasy: Unusual or nonrealistic characters, situations or environments created through the use of imagination.

Foil: One that by strong contrast underscores the distinctive characteristics of another and, sometimes, prevents someone or something from being successful.

Formal production: The staging of a dramatic work for presentation for an audience.

Front of house: Box office and lobby of a theatre.

Graphic organizer: A diagram developed to help visually organize and show the relationship between ideas and/or component parts.

Imitate: To copy or mimic the actions, appearance, mannerisms, or speech of others.

Improvisation: The spontaneous use of movement and speech to create a character or object in a particular situation.

Incidental: A minor character in a play.

Informal production: The exploration of all aspects of a dramatic work (such as visual, oral , aural) in a setting where experimentation is emphasized. Similar to classroom dramatizations with classmates and teachers as the usual audience.

Kinesthetic: Resulting from the sensation of bodily position, presence, or movement.

Leitmotif: A melodic passage or phrase associated with a specific character.

Mime: Stylized pantomime which is more exaggerated than typical pantomime.

Mirroring: Copying the movement and/or expression or look of someone else exactly.

Mood: The feeling a work of art gives.

Movement: An expression of ideas or thought through gesture or transfer of weight.

New art forms: The novel combination of traditional arts and materials with emerging technology (such as performance art, videodisks, virtual reality).

Pantomime: A situation where a performer relies totally on gesture, facial expression, and movement, rather than speech, for enactment of his material.

Personal space: bubble of space surrounding your body.

Plot: In literature, is the action of the story; in theatre, is the action of the story presented on stage.

Production concept: A brief statement, metaphor, or expression of the essential meaning of a play that orders and patterns all the play's parts; a perceptual device used to evoke associated visual and aural presuppositions serving to physicalize and unify the production values of a play.

Protagonist: The leading character in a play or other literary work.

Puppetry: The artful animation of objects.

Reader's theatre: Where two or more oral readers interpret a characterized script with the aim of stimulating the audience to imaginatively experience the literature

Rising action: A series of events following the initial incident and leading up to the dramatic climax.

Role: The characteristics and expected social behavior of an individual in a given position (e.g., mother, employer). Role portrayal is likely to be more predictable and one-dimensional than character portrayal.

Role playing: Improvising movement and dialogue to put oneself in another's place in a particular situation and often to examine the person(s) and/or situation(s) being improvised.

Scenario: An outline of a hypothesized or projected chain of events or plot for a dramatic or literary work.

Senses: The means through which the body feels and perceives to include seeing, hearing, touching, smelling, and tasting.

Script: The written dialogue, description, and directions provided by the playwright.

Set or Setting: The scenery constructed for a theatrical performance.

Shadow Puppets: Puppetry that uses flat puppets (or shapes) presented behind a black lighted screen.

Situation: A combination of circumstances at a given moment.

Social pretend play: When two or more children engage in unsupervised enactment; participants use the play to explore social knowledge and skills.

Space: A defined area. Fore, middle, and background in a two dimensional work.

Special effects: Visual or sound effects used to enhance a theatrical performance.

Staging: That which is created on stage while directing a theatrical presentation.

Stage business: Actions or behavior of an actor on stage used to give information, enhance character, define focus, or establish atmosphere.

Stage picture: The succession of pictures to include actors in various positions created by a director through blocking.

Tableau: When actors freeze in position to visually represent a picturesque scene.

Tension: The atmosphere created by unresolved, disquieting, or inharmonious situations that human beings feel compelled to address.

Text: The basis of dramatic activity and performance; a written script or an agreed-upon structure and content for an improvisation.

Theatre: The imitation/representation of life, performed for other people; the performance of dramatic literature, drama, the milieu of actors and playwrights, the place, the place that is the setting for dramatic performances.

Theme: The idea, point of view, or perception that binds together a work of art.

Thinking map: A diagram developed to help support and promote thinking about a specific topic.

Traditional forms: Forms that use time-honored theatrical practices.

VISUAL ARTS K-12

PURPOSE AND OVERVIEW

Purpose

Visual arts in the public schools:

- employs developmentally appropriate processes for teaching and learning that are based on activity-oriented methods.
- encourages disciplined creativity by using higher level critical thinking skills to identify problems, explore original solutions, and complete the problem solving process. This has practical application not only in visual arts, but in all areas of the curriculum and for life-long learning.
- utilizes reading, writing and math to help explore art concepts and facilitates learning in these three areas.
- makes enriching connections between the visual arts and other curriculum areas.
- expands aesthetic and intellectual awareness through reading, writing, listening, researching, discussing, criticizing, and reflective thinking.
- teaches how to use both traditional media and contemporary methods incorporating new technology to create art that is individual and expressive.
- builds knowledge and understanding about ideas, values, and beliefs of people in different times throughout history as communicated through visual art with the express goal of developing visually literate students who have an empathetic and critical appreciation of the artistic achievements of others.

Basis

From the beginning of time, the compulsion to create a visual vocabulary has been as innate in every society as the desire to acquire a system of spoken symbols. Visual art from past civilizations is frequently one of the few remaining clues with the power to illuminate which values were held most dear. As we re-discover these fragments of mankind's puzzle and attempt to piece together our common humanity, the undeniable power of visual expression is an immutable and triumphant message. Today, every aspect of our designed environment will serve the same purpose of explaining who we are to those of the future.

If we study the growth and development of an individual child, the pattern of society to develop a multisensory means of communicating symbols and values is then clearly revealed as a reflection of the maturation process of every member of every society. A child discovers objects, those objects take on meaning, and this meaning is denoted and communicated through the various means of expression available to that child. The goal in educating every child must be to allow each to develop the most complete expression of self and potential, an expression that can only occur if all the senses are involved. In acquiring an education, the senses know no curricular boundaries. As visual arts educators, we believe the purpose of education is to aid in the development of all children, that all children must be allowed to reach their full potential, and that this can only be accomplished by encouraging the use of all the communication skills they have as their birthright. Our commitment is to provide visual literacy for every child by promoting fluency in the various modes of visual communication to include studio production, art history, aesthetics and criticism. Students learn the characteristics of visual arts by using a wide range of subject matter, media and means to express their ideas, emotions and knowledge. They evaluate the merits of their efforts and this assessment forms the basis for further growth that extends to all disciplines in school and to life in general.

The program outlined in this document is structured to accomplish both specific art objectives and embrace integrated concepts. To meet the Visual Arts Program goals for each grade, students must be able to understand and apply concepts that become sequentially more complex.

Grades K-2 In grades K-2, importance is placed on fostering student confidence by involving them in art activities directly related to their own experience. The development of observation skills helps children make discoveries in their own environment. Exploration of their imagination is as highly valued as awareness of their immediate surroundings. Eye and hand coordination increase through the manipulation of art media and tools. Art history, aesthetics and criticism are introduced in primary terms. Discovering the art of artists in other times and places expands the child's concept of time. They learn that different types of art have been valued and, are encouraged to go beyond "I like it" to explain what they enjoy about a particular work of art.

Grades 3-5 In grades 3-5, students display increased manual dexterity. They use a broader range of subject matter and media. Ideas which impact their art are incorporated from a variety of sources to include individual readings out of books, magazines and reference material. They grow more sophisticated in depicting movement, relationships and emotions in their work. Cognitively, they develop a sense of history, including an ability to distinquish between art created by different cultures. Students begin to enjoy knowing and sharing interesting facts about various artists and the times in which they lived. Class discussion about art work should be typified by a much greater verbal fluency, the incoporation of selected art vocabulary, and a focus on expressing oneself in a positive manner.

Grades 6-8 In grades 6-8, students own art making becomes infused with a variety of images and approaches. They are very aware of popular culture and may want to incorporate elements from this culture into their art. Students learn to accept that other's preferences may differ from their own but begin to appreciate multiple artistic solutions and interpretations. Questions asked in response to artwork become more refined and probing. Study of historical and cultural context gives students insight into the role of visual arts as a record of human achievement. As they consider artworks in historical perspective, students begin to gain a clearer understanding of what they themselves value.

Grades 9-12 In grades 9-12, students develop deeper and more profound work reflecting both their emotional maturity and their creative and critical problem solving abilities. They are physically capable of producing work that demonstrates more sophisticated technical skill. Their work, at its best, reflects a high level of synthesis leading to original and personal interpretation. Using an extensive and precise vocabulary, they should express well-reasoned thoughts about their own and other work. They should be sensitive to the artistic qualities in works of art, nature and human environments. Likewise, students should be able to relate what they have learned from the study of the historical and cultural context of art to situations in contemporary life.

Focus The focus of the K-12 Visual Arts Program is on the multifaceted creative process which includes: the development of perceptual awareness, the ability to use materials expressively, and growth in the use of creative and critical thinking skills. These components of the creative process are taught by using a variety of approaches that integrate history/appreciation, aesthetics, criticism and studio work. As a result of visual arts study, students are given a life-long process for problem solving that has direct relevance to all other disciplines. Through participation in visual arts, students have the opportunity to recognize and celebrate the creativity inherent in all of us.

K-12 VISUAL ARTS

PROGRAM GOALS

Goal 1:	**The student will develop critical and creative thinking skills and perceptual awareness necessary for understanding and producing art.**
Goal 2:	**The student will develop skills necessary for understanding and applying media, techniques, and processes.** (National Standard 1)
Goal 3:	**The student will organize the components of a work into a cohesive whole through knowledge of organizational principles of design and art elements.** (National Standard 2)
Goal 4:	**The student will choose and evaluate a range of subject matter and ideas to communicate intended meaning in artworks.** (National Standard 3)
Goal 5:	**The student will understand the visual arts in relation to history and cultures.** (National Standard 4)
Goal 6:	**The student will reflect upon and assess the characteristics and merits of their work and the work of others.** (National Standard 5)
Goal 7:	**The student will perceive connections between visual arts and other disciplines.** (National Standard 6)
Goal 8:	**The student will develop an awareness of art as an avocation and profession.**

VISUAL ARTS

GOAL 1: **The student will develop critical and creative thinking skills and perceptual awareness necessary for understanding and producing art.**

Objective	Implications for Learning and Teaching
Grades K-2	
1.1 Plan and organize for creating art.	
Focus:	
Select images from his or her own knowledge base.	Uses immediate environment, including family, home and surroundings, as source of ideas.
Understand the purpose of activity.	Uses imagination as a source of ideas.
Understand the process involved in using the media.	**TEACHER NOTE:** Be aware of curriculum in all disciplines in order to facilitate integration. Tailor vocabulary definitions so they are age appropriate.
Understand and follow step-by-step presentation of art activities.	
Begin to develop appropriate vocabulary.	
Grades K-2	
1.2 Develop strategies for imagining and implementing images.	
Focus:	
Discover relationships among drawing, thinking and environment.	Changes form of symbols because of constant search to define concepts.
	Selects color according to emotional appeal.
	Responds to positive attention, rather than adverse criticism.
	Creates work which does not conform to adult standards of realism.
	Explores a variety of media.
	Uses logical sequence to complete activity.
	TEACHER NOTE: Allow students an opportunity to synthesize before beginning work.

VISUAL ARTS

GOAL 1: **The student will develop critical and creative thinking skills and perceptual awareness necessary for understanding and producing art.**

Objective	Implications for Learning and Teaching
Grades K-2 1.3 Recognize in a world of imagination there is no right or wrong, but some solutions are better than others. **Focus:**	
Use experimentation to find solutions.	Discusses why one solution is better than another.
Evaluate results.	Selects artwork they "like the best."
Recognize which media will be successful in given situations.	
Grades K-2 1.4 Recognize that images from reality and from fantasy may be used to create original art. **Focus:**	
Discuss and examine familiar objects and literature to inspire imagery.	Illustrates poems, stories and rhymes.
Develop awareness through observation.	Develops images of self, pets, family, friends and environment.
Employ imagination to inspire imagery.	Depicts a sequence of events in artwork.
Grades K-2 1.5 Show development of ideas across time. **Focus:**	
Utilize increasingly complex ideas.	Uses more complex symbols to fully explore ideas.
Elaborate on an idea or theme.	

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VISUAL ARTS

GOAL 1: **The student will develop critical and creative thinking skills and perceptual awareness necessary for understanding and producing art.**

Objective	Implications for Learning and Teaching
Grades K-2 1.6 Use all the senses to gain information. **Focus:**	
Explore immediate environments using all the senses.	Carefully observes and examines the world around them. Practices different methods of observations such as through a microscope, spatial relationships -over, under, in, around and from distances.
Grade 3-5 1.1 Plan and organize for creating art. **Focus:**	
Select images from his or her own knowledge base.	Uses immediate environment, including family, home and surroundings as source of ideas and visual information.
Understand the purpose of the activity.	Expands the sense of environment to include global awareness as a source of ideas.
Understand the process involved in using the media.	Uses the imagination as a source of symbolic and abstract expression.
Understand and follow step by step presentation of art activities.	Applies knowledge and concepts gained across the curriculum as a source of ideas.
Expand the use of appropriate vocabulary.	**TEACHER NOTE:** Be aware of all disciplines in order to facilitate integration. Tailor vocabulary definitions so they are age appropriate.

GOAL 1: **The student will develop critical and creative thinking skills and perceptual awareness necessary for understanding and producing art.**

Objective	Implications for Learning and Teaching
Grade 3-5 1.2 Develop strategies for imagining and implementing images. **Focus:**	
Refine relationships among drawing, thinking and environment.	Changes the form of symbols because of the constant search to define concepts. Selects color both for emotional appeal and realism. Responds to positive attention and suggestion rather than adverse criticism. Creates work which begins to approach a higher level of realism. Explores a variety of media. Uses logical sequence to complete activity. **TEACHER NOTE:** Allow students an opportunity to synthesize before beginning work.
Grades 3-5 1.3 Recognize in a world of imagination there is no right or wrong, but some solutions are better than others. **Focus:**	
Use experimentation to find solutions. Evaluate results. Recognize which media will be successful in given situations.	Discusses why one solution is better than another through comparison. **TEACHER NOTE:** Cooperate with classroom teachers to encourage students to write about their own and others artwork.

VISUAL ARTS

GOAL 1: **The student will develop critical and creative thinking skills and perceptual awareness necessary for understanding and producing art.**

Objective	Implications for Learning and Teaching
Grades 3-5 1.4 Recognize that images from reality and from fantasy may be used to create original art.	
Focus:	
Develop awareness through observation.	Illustrates poems, stories, and rhymes.
Employ imagination to inspire imagery.	Refines images of self, pets, family, friends, and environment.
May find inspiration from a variety of artwork.	Develops imagery to reflect expanded global awareness. Depicts sequence of events in artwork. Depicts fantasy ideas.
Grades 3-5 1.5 Show development of ideas across time.	
Focus:	
Utilize increasingly complex ideas.	Uses more complex symbols to fully explore ideas.
Elaborate on an idea or theme.	
Grades 3-5 1.6 Use the senses to gain information.	
Focus:	
Explore the immediate environment using all the senses.	Carefully observes and examines the world around them.
Gather information and expand knowledge of the tactile, kinesthetic and visual world.	Practices different methods of observations such as through a microscope, spatial relationships - over, under, in, around and from distances.

VISUAL ARTS

GOAL 1: **The student will develop critical and creative thinking skills and perceptual awareness necessary for understanding and producing art.**

Objective	Implications for Learning and Teaching
Grades 6-8 1.1 Plan and organize for creating art. **Focus:** Select images from his or her own knowledge base. Understand the purpose of the activity. Understand the process involved in using the medium. Understand and follow step-by-step presentation. Set personal goals for tasks. Expand the use of appropriate vocabulary.	Appraises immediate environment, including family, home and surroundings, as source of ideas and visual information. Expands sense of environment to include global awareness as a source of ideas. Uses imagination as a source of symbolic and abstract expression. Categorizes knowledge and concepts gained across the curriculum as a source of ideas to form a personal point of view. **TEACHER NOTE:** Be aware of curriculum in all disciplines in order to facilitate integration.
Grades 6-8 1.2. Develop strategies for imagining and implementing images. **Focus:** Refine and elaborate on relationships among selected media, critical thinking and environment.	Changes the form of symbols because of the constant search to define concepts. Selects color both for emotional appeal and realism. Responds to positive attention and constructive criticism. Creates work which approaches a higher level of realism. Purposefully explores media. Develops logical sequence to complete an activity. Begins to understand and use abstraction.

VISUAL ARTS

GOAL 1: **The student will develop critical and creative thinking skills and perceptual awareness necessary for understanding and producing art.**

Objective	Implications for Learning and Teaching
Grades 6-8 1.3 Recognize in a world of imagination there is no right or wrong, but some solutions are better than others. **Focus:** Use experimentation to find solutions. Evaluate results. Recognize which media will be successful in given situation.	Discusses or writes about why one solution is better than another through comparison. Selects media and art tools that will produce intended results. **TEACHER NOTE:** Students should be writing about their artwork and that of others.
Grades 6-8 1.4 Recognize that images from reality and from fantasy may be used to create original art. **Focus:** Develop awareness through observation. Seek inspiration from other artists to include present, past, adult, and peer artists. Use imagination to inspire imagery.	Creates original imagery to interpret a variety of literary sources. Produces original imagery to interpret the arts in society and popular culture. Refines and elaborates images of self, pets, family, and environment. Uses imagery which reflects global awareness.

VISUAL ARTS

GOAL 1: **The student will develop critical and creative thinking skills and perceptual awareness necessary for understanding and producing art.**

Objective	Implications for Learning and Teaching
Grades 6-8	
1.5 Show development of ideas across time.	
Focus:	
Utilize increasingly complex ideas.	Incorporates more complex symbols to fully explore ideas.
Elaborate on an idea or theme.	Differentiates among symbols to best express point of view regarding abstract concepts such as justice, truth, and beauty.
Use personal reflections and suggestions to rework ideas.	
Grades 6-8	
1.6 Develop perceptual awareness through the use of all the senses.	
Focus:	
Gather and utilize information of the tactile, kinesthetic and/or visual world.	Carefully observes and examines the world. Practices different methods of observation such as through a microscope, spatial relationships - over, under, in, around and from different distances.

VISUAL ARTS

GOAL 1: **The student will develop critical and creative thinking skills and perceptual awareness necessary for understanding and producing art.**

Objective	Implications for Learning and Teaching
Grades 9-12	
1.1 Plan and organize for creating art.	
Focus:	
Select images from his or her own knowledge base.	Appraises environment as source of ideas and visual information.
Understand the purpose of the assignment.	Expands sense of environment to include global awareness as a source of ideas.
Understand the process involved in using the media.	Uses imagination as a source of symbolic and abstract expression.
Recognize problems in assignment.	Organizes knowledge and concepts gained across the curriculum as a source of ideas to form a personal point of view.
Set personal goals for tasks.	**TEACHER NOTE:** Be aware of curriculum in all disciplines in order to facilitate integration.
Develop his or her own procedure to create artwork in response to presentation.	
Use perceptual awareness in the interpretation of personal philosophies and values.	

GOAL 1: **The student will develop critical and creative thinking skills and perceptual awareness necessary for understanding and producing art.**

Objective	Implications for Learning and Teaching
Grades 9-12 1.2 Develop strategies for imagining and implementing images. **Focus:**	
Define relationships among selected media, critical thinking, and environment.	Demonstrates capacity to inquire about abstract and concrete concepts. Changes form of symbols because of a constant search to define concepts. Selects color analytically, emotionally, and realistically. Participates in constructive criticism. Creates representational work and non-representational work at a high degree of technical skill. Explores and refines the use of variety of media. Applies sequential and non sequential processes to explore concept.
Grades 9-12 1.3 Recognize in a world of imagination there is no right or wrong, but some solutions are better than others. **Focus:**	
Use experimentation to find solutions.	Discusses and analyzes how one solution is better than another.
Evaluate results.	Establishes personal standards to use in evaluation.
Recognize which media will be successful in given situation.	Selects media and art tools that will produce intended results. **TEACHER NOTE:** Students should be writing about their work and that of others. Evaluation of students should be based on portfolio assessment.

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VISUAL ARTS

GOAL 1: **The student will develop critical and creative thinking skills and perceptual awareness necessary for understanding and producing art.**

Objective	Implications for Learning and Teaching
Grades 9-12 1.4 Recognize that images from reality and fantasy may be used to create original art. **Focus:** Continue to refine awareness through observation, introspection and reflection. Seek inspiration from other artists to include present, past, adult and peer artists. Use imagination to inspire imagery.	Creates original imagery to interpret a variety of literary sources. Produces original imagery to interpret the arts in society and popular culture. Refines and elaborates means of representing self and environment. Uses imagery which reflects global awareness. Depicts fantasy ideas.
Grades 9-12 1.5 Show the development of ideas across time. **Focus:** Employ complex ideas. Elaborate on an idea or theme. Use personal reflections and suggestions to rework ideas.	Incorporates sophisticated symbols to fully explore ideas. Differentiates among symbols to best express personal philosophy regarding abstract concepts such as justice, truth, beauty.

GOAL 1: **The student will develop critical and creative thinking skills and perceptual awareness necessary for understanding and producing art.**

Objective	Implications for Learning and Teaching
Grades 9-12 1.6 Explore and expand perceptual awareness through the use of all the senses. **Focus:**	
Gather and utilize information of the tactile, kinesthetic, and/or visual world.	Observes, examines, and records the world around them in depth. Discusses and utilizes observations of their work. Practices different methods of observation such as through a microscope, spatial relationships - over, under, in, around, and from different distances.

VISUAL ARTS

GOAL 2: **The student will develop skills necessary for understanding and applying media, techniques, and processes.**
(National Standard 1)

Objective	**Implications for Learning and Teaching**
Grade K-2 2.1 Explore unique properties and potential of materials. **Focus:**	
Develop fine and gross motor control. Recognize specific media and processes. Become familiar with basic art materials including tools.	Learns how to control and manipulate the media and tools used in the following: drawing - crayons, craypas, chalk, non-toxic markers, brushes, computers collage - papers, found objects, fibers, paste, scissors 3-D - clay, paper, found objects, wood printmaking - stamps, gadgets, found objects, vegetables, monoprint, Styrofoam painting - tempera, watercolors, large brushes, sponges, finger paint fibers - papermaking, knotting, weaving, and stitchery ceramics - pinch, coil Makes use of tearing, cutting, folding, bending, and gluing. **TEACHER NOTE:** Tools, materials and processes may need to be adapted to accommodate exceptional students. Establish realistic goals.

VISUAL ARTS

GOAL 2: **The student will develop skills necessary for understanding and applying media, techniques, and processes.**
(National Standard 1)

Objective	Implications for Learning and Teaching
Grade K-2 2.2 Learn techniques and processes for working with each material. **Focus:** Develop fine and gross motor control when doing basic drawing, collage, 3-D, printmaking, painting, fibers, and ceramics. Learn control and manipulation of the media and tools.	Produces visual effects and textures using each media. Utilizes entire picture-plane when using 2-D media. Uses the following techniques and processes: creates thick and thin lines; creates real and imaginary textures; cuts large and small shapes; cuts zig-zag, straight and curved lines; practices threading stitchery needles; practices folding, pasting, tearing, and bending; practices over and under techniques for weaving; models clay by pressing, smoothing, pulling, pinching, incising, and addition; experiments with improvised tools such as sticks, sponges and string; uses variety of printmaking techniques.
Grades K-2 2.3 Use different media and techniques expressively. **Focus:** Express moods and feelings. Create original expression of self.	Creates portraits of self, others, and animals. Depicts self and others in a variety of real and imaginary situations. Renders own thoughts and feelings visually.

GOAL 2: **The student will develop skills necessary for understanding and applying media, techniques, and processes.**
(National Standard 1)

Objective	Implications for Learning and Teaching
Grades K-2 2.4 Use art materials and tools in a safe and responsible manner. **Focus:**	
Learn proper use and care of materials and tools.	Learns the correct use of the following materials and tools: paint, brushes, scissors, clay, glue, water soluble printing ink, markers, computers and software, and stitchery needles.
Follow the art room rules for care and safety of equipment, tools and materials.	**TEACHER NOTE:** Please read the *Classroom Guide To Safety In The Visual Arts*, published by the North Carolina Department of Public Instruction.

VISUAL ARTS

GOAL 2: **The student will develop skills necessary for understanding and applying media, techniques, and processes.**
(National Standard 1)

Objective	**Implications for Learning and Teaching**
Grades 3-5 2.1 Explore unique properties and potential of materials. **Focus:**	
Refine fine motor skills.	Expands control and manipulation of the media and tools used in the following:
Develop familiarity with specific media and processes. Increase skills with familiar materials. Learn to use new materials including tools.	drawing - crayons, craypas, chalk, charcoal, non-toxic markers, fine and broad markers, brushes, computers, pencils, colored pencils; collage - papers, found objects, fibers, glue, sharp scissors; 3-D - clay, paper, found objects, paper mache, wood, wire, small hand tools; printmaking - stamps, found objects, monoprint, Styrofoam, stencil, cardboard; painting - tempera, watercolors, liquid acrylics, large and small brushes, sponges; fibers - papermaking, quilting, felting, weaving, knotting, stitchery; photography - pin-hole cameras, sun prints; ceramic - pinch, coil, slab. Employs tearing, cutting, folding, bending, gluing, curling, coiling, slotting, scoring, and stapling. **TEACHER NOTE:** Tools, materials and processes may need to be adapted to accommodate exceptional students. Establish realistic goals.

VISUAL ARTS

GOAL 2: **The student will develop skills necessary for understanding and applying media, techniques, and processes.**
(National Standard 1)

Objective	Implications for Learning and Teaching
Grades 3-5 2.2 Learn techniques and processes for working with each material. **Focus:** Refine fine motor control when doing drawing, collage, 3-D, printmaking, painting, fibers, photography, and ceramics.	Produces visual effects and textures using each media. Utilizes entire picture-plane when using 2-D media. Uses the following techniques and processes: creates a variety of lines with tip, point, and side; creates real and imaginary textures; cuts a variety of single and multiple shapes; practices threading stitchery needles, knotting and variety of stitches; practices variety of weaving techniques; practices folding; practices symmetrical folding and cutting; practices pasting, tearing, bending, cutting, curling, coiling, slotting, scoring, and stapling; models clay by pressing, smoothing, pulling, pinching, incising and addition. experiments with varied tools including small hand carpentry tools. Uses a variety of printmaking techniques. Uses simple photography techniques.

VISUAL ARTS

GOAL 2: **The student will develop skills necessary for understanding and applying media, techniques, and processes.**
(National Standard 1)

Objective	**Implications for Learning and Teaching**
Grades 3-5 2.3 Use different media and techniques expressively. **Focus:** Express moods and feelings. Create original expression of self.	Creates portraits, figure drawing, still lifes and landscapes from real life observation or memory. Depicts self and others in a variety of real and imaginary situations with increasing detail. Renders own thoughts and feelings visually.
Grades 3-5 2.4 Use art materials, equipment and tools in a safe and responsible manner. **Focus:** Practice proper use and care of materials, equipment and tools. Follow the art room rules for care and safety of equipment, tools and materials.	Correctly uses the following materials, equipment and tools: paint, brushes, sharp scissors, clay, glue, water soluble printing ink, markers, ink, small hand tools, rulers, looms, stitchery needles, computers, and software. **TEACHER NOTE:** Please read the *Classroom Guide To Safety In The Visual Arts*, published by the North Carolina Department of Public Instruction.

VISUAL ARTS

GOAL 2: **The student will develop skills necessary for understanding and applying media, techniques, and processes.**
(National Standard 1)

Objective	**Implications for Learning and Teaching**
Grades 6-8 2.1 Explore the unique properties and potential of materials. **Focus:**	
Continue to become familiar with specific media and processes. Increase skills with familiar materials. Learn to use new materials including tools.	Expands control and awareness of possibilities of the media and tools in the following: drawing - crayons, craypas, chalk, charcoal, non-toxic markers, fine and broad tipped markers, brushes, computers, pencils, colored pencils, pen and ink; collage - papers, found objects, fibers, glue, sharp scissors; 3-D - clay, paper, paper mache, wood, wire, small hand tools; printmaking - stamps, found objects, monoprint Styrofoam, stencils, cardboard, linoleum, E-Z cut, silk-screen, embossing; painting - tempera, watercolors, liquid acrylics, assorted brushes, sponges; fibers - papermaking, quilting, felting, weaving, knotting, coiling, stitchery, resist dye processes; photography - pin-hole cameras, sun prints, cameras; ceramics - pinch, coil, slab, glazing; calligraphy - pen and ink, felt tips, watercolor, computers. **TEACHER NOTE:** Tools, materials and processes may need to be adapted to accommodate exceptional students. Establish realistic goals.

VISUAL ARTS

GOAL 2: **The student will develop skills necessary for understanding and applying media, techniques, and processes.**
(National Standard 1)

Objective	Implications for Learning and Teaching
Grades 6-8 2.2 Learn techniques and processes for working with each material. **Focus:**	
Refine control when doing drawing, collage, 3-D, printmaking, painting, fibers, photography and ceramics.	Produces visual effects and textures using each media. Utilizes entire picture-plane when using 2-D media.
Increase the ability to manipulate the media and tools.	Uses the following techniques and processes: creates a variety of lines with tip, point and side; creates real and imaginary textures; using shading, stippling, hatching and cross hatching to achieve the illusion of 3-dimensional forms; practices a variety of stitches and decorative knots; practices a variety of weaving techniques; uses variety of clay forming and glazing techniques. experiments with varied tools, including small hand carpentry tools; practices use of computers and videos as an art tool; practices a variety of printmaking techniques; uses more complex photography techniques.
Grades 6-8 2.3 Use different media and techniques expressively. **Focus:**	
Express moods and feelings.	Creates portraits, figure drawing, still lifes and landscapes from real life observation or memory.
Create original expression of self.	Depicts self and others in a variety of real and imaginary situations with increasing detail. Renders own thoughts and feelings visually.

GOAL 2: **The student will develop skills necessary for understanding and applying media, techniques, and processes.**
(National Standard 1)

Objective	Implications for Learning and Teaching
Grades 6-8 2.4 Use art materials, equipment and tools in a safe and responsible manner.	
Focus: Know proper use and care of materials, equipment and tools. Follow the art room rules for care and safety of equipment, tools and materials.	Correctly uses the following materials, equipment and tools: paint, brushes, sharp scissors, clay, glue, water soluble printing ink, markers, ink pen points, small hand tools, paper cutter, rulers, looms, stitchery, needles, printing presses, blankets, computers, printers, and software. **TEACHER NOTE:** Please read the *Classroom Guide To Safety In The Visual Arts*, published by the North Carolina Department of Public Instruction.

VISUAL ARTS

GOAL 2: **The student will develop skills necessary for understanding and applying media, techniques, and processes.**
(National Standard 1)

Objective	Implications for Learning and Teaching
Grades 9-12 2.1 Explore unique properties and potential of materials. **Focus:**	
Develop familiarity with specific media and processes. Increase skills with familiar materials. Learn to use new materials including tools.	Expands control and awareness of possibilities of the media and tools in the following: drawing - crayons, craypas, pastels, charcoal, fine and broad tipped makers, brushes, computers, pencils, colored pencils, pen and ink; collage - papers, found objects, exacto knives, fibers, glue; 3-D - clay, paper, paper mache, wood, wire, small hand tools, power tools, stone, plaster, Plexiglas, metal, cuttle bone; print-making - monoprint, relief printing (linoleum, E-Z cut, wood), dry point, collograph, engraving, etching, silk screen, embossing; painting - tempera, inks, watercolors, liquid acrylics, oils, assorted brushes, airbrush, experimental; fibers - papermaking, quilting, felting, weaving, surface design, knotting, coiling, stitchery, resist dye processes; photography - pin-hole cameras, sun prints, cameras, developing, video and editing; jewelry - additive, casting, forming, enameling; ceramics - pinch, coil, slab, wheel throwing, glazing; calligraphy - pen and ink, watercolors, felt markers, and computers. **TEACHER NOTE:** Tools, materials and processes may have to be adapted to accommodate exceptional students. Establish realistic goals.

GOAL 2: **The student will develop skills necessary for understanding and applying media, techniques, and processes.**
(National Standard 1)

Objective	Implications for Learning and Teaching
Grades 9-12 2.2 Learn techniques and processes for working with each material. **Focus:** Refine control when doing drawing, collage, 3-D, print-making, painting, fibers, photography and ceramics. Increase ability to manipulate the media and tools.	Produces visual effects and textures using each media. Utilizes entire picture-plane when using 2-D media. Uses the following techniques and processes: creates a variety of lines with tip, point, and side; creates real and imaginary textures, using shading, stippling, hatching and cross hatching to achieve the illusion of 3-dimensional forms; practices a variety of stitches and decorative knots; practices a variety of weaving techniques; uses variety of clay forming and glazing techniques; practices with varied tools, including small hand carpentry tools; practices use of computer and video as an art tool; practices a variety of printmaking techniques; practices complex photography techniques.
Grades 9-12 2.3 Use different media and techniques expressively. **Focus:** Express moods and feelings. Create original expression of self.	Creates portraits, figure drawing, still lifes and landscapes from real life observation or memory. Depicts self and others in a variety of real and imaginary situations. Renders own thoughts and feelings visually.

GOAL 2: **The student will develop skills necessary for understanding and applying media, techniques, and processes.**
(National Standard 1)

Objective	Implications for Learning and Teaching
Grades 9-12	
2.4 Use art materials, equipment and tools in a safe and responsible manner.	
Focus:	
Know proper use and care of materials, equipment and tools.	Conscientiously uses all materials, equipment, and tools in the art room.
Follow the art room rules for care and safety of equipment, tools and materials.	Gives special attention and care when using materials, tools, and equipment that have potential for injury to self and others. **TEACHER NOTE:** Please read the *Classroom Guide To Safety In The Visual Arts*, published by the North Carolina Department of Public Instruction.

GOAL 3: **The student will organize the components of a work into a cohesive whole through knowledge of organizational principles of design and art elements.**
(National Standard 2)

Objective	**Implications for Learning and Teaching**
Grades K-2	
3.1 Recognize and apply the elements of art in an aesthetic composition.	
Focus:	
Learn about the art elements of color, line, texture, space, shape, and value.	Names and identifies colors. Identifies primary and secondary colors. Mixes secondary colors. Mixes tints and shades. Identifies different types of line: straight, crooked, curved, zig-zag, wide and thin. Differentiates horizontal, vertical and diagonal lines. Recognizes line can be used to define contour of shapes and forms. Uses variety of lines in own artwork. Names different textures on surfaces, for example: rough, smooth, bumpy, explores difference among actual, imaginary and applied texture. Creates different visual textures using computers and basic drawing, sculpture and painting tools. Identifies geometric shapes: circle, square, rectangle, triangle, diamond and oval. Recognizes some shapes have names; some do not. Differentiates between geometric and organic shapes. Compares two-dimensional shapes and three-dimensional forms. Uses variety of geometric and organic shapes in creating own work.

GOAL 3: The student will organize the components of a work into a cohesive whole through knowledge of organizational principles of design and art elements.
(National Standard 2)

Objective	Implications for Learning and Teaching
Grades K-2 3.1 Recognize and apply the elements of art in an aesthetic composition. (continued)	
Focus:	
Learn about the art elements of color, line, texture, space, shape, and value.	Compares relative positions of objects in space: in/out, over/under, empty/full, near/far. Uses horizon line to organize space. Recognizes dark and light. Develops ability to discuss his or her own work and that of others in terms of art elements.

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GOAL 3: The student will organize the components of a work into a cohesive whole through knowledge of organizational principles of design and art elements.
(National Standard 2)

Objective	Implications for Learning and Teaching
Grades K-2 3.2 Recognize and apply the design principles used in composition. **Focus:** Learn about principles of design: movement, balance, unity/variety, repetition and emphasis.	Recognizes composition is using the elements of art to create an artwork. Uses the entire page as part of the composition. Identifies focus of interest (emphasis) in a composition. Recognizes whether balance is achieved by like or different objects. Discusses how viewer's eye moves through work of art. Discusses and uses opposites to create variety: big/little, dark/light, smooth/rough, tall/short, few/many. Recognizes that pattern is created by repetition. Uses repetition to create pattern in own artwork. Uses repetition to create unity in own artwork. Critiques own work and that of others in terms of design principles.
Grades K-2 3.3 Recognize that diverse solutions are preferable to predetermined visual solutions. **Focus:** Accept the value of original, personal points of view and/or interpretations.	Imagines solutions that do not rely on copying, tracing, patterns or duplicated materials. Respects view and interpretations of others. Recognizes others may view or interpret differently.

GOAL 3: The student will organize the components of a work into a cohesive whole through knowledge of organizational principles of design and art elements.
(National Standard 2)

Objective	Implications for Learning and Teaching
Grades K-2 3.4 Recognize the value of intuitive perceptions in the problem-solving process. **Focus:** Recognize the validity of his or her own feelings and impressions when solving visual problems.	Uses his or her own ideas and feelings when creating artwork. Respects the work of others when discussing/critiquing art. Becomes comfortable/secure following his or her own instincts when creating art.
Grades K-2 3.5 Recognize the value of experimentation in the problem-solving process. **Focus:** Accept that trying a variety of techniques and imagery will enhance work (final solution).	Explores a variety of materials. Explores a variety of ideas. Creates work which shows progressive effort over time. Considers numerous solutions during the problem solving process. Exercises flexibility when approaching a problem-solving situation.

GOAL 3: The student will organize the components of a work into a cohesive whole through knowledge of organizational principles of design and art elements.

(National Standard 2)

Objective	Implications for Learning and Teaching
Grades 3-5 3.1 Recognize and apply the elements of art in an aesthetic composition. **Focus:**	
Continue to learn about the art elements of color, line, texture, space, shape, and value.	Identifies primary and secondary colors.
	Mixes and blends secondary colors.
	Creates tints, shades, and tones.
	Differentiates horizontal, vertical, parallel, and diagonal lines.
	Recognizes line can be used to define contour of shapes and forms.
	Uses variety of lines in own artwork.
	Explores differences among actual, imaginary and applied texture.
	Creates different visual textures using computers and basic drawing, printmaking, sculpture and painting tools.
	Identifies geometric shapes: circle, square, rectangle, triangle, diamond, oval, octagon, and pentagon.
	Recognizes some shapes have names; some do not.
	Differentiates between geometric and organic shapes.
	Compares two-dimensional shapes and three-dimensional forms.
	Uses variety of geometric and organic shapes in creating own work.
	Compares relative positions of objects in space through size relationship: over lapping, foreground, middle ground, background, color intensity and amount of detail.
	Develops ability to discuss his or her own work and that of others in terms of art elements.

GOAL 3: The student will organize the components of a work into a cohesive whole through knowledge of organizational principles of design and art elements.
(National Standard 2)

Objective	Implications for Learning and Teaching
3.2 Recognize and apply the design principles used in composition. **Focus:** Learn about the principles of design: movement, balance, unity/variety, repetition, and emphasis.	Recognizes composition is using the elements of art to create an artwork. Uses the entire page as part of the composition. Identifies focus of interest (emphasis) in a composition. Recognizes symmetrical and asymmetrical balance. Achieves balance in compositions through use of like or different objects. Discusses how the viewer's eye moves through a work of art. Uses variations to create interest in a composition. Discusses how pattern is created by repetition. Develops repetition to create pattern and unity in his or her own artwork. Critiques his or her own work and that of others in terms of design principles.
Grades 3-5 3.3 Recognize that diverse solutions are preferable to predetermined visual solutions. **Focus:** Accept the value of original, personal points of view and/or interpretations.	Imagines solutions that do not rely on copying, tracing, patterns or duplicated materials. Respects view and interpretations of others. Recognizes others may view or interpret differently.

GOAL 3: The student will organize the components of a work into a cohesive whole through knowledge of organizational principles of design and art elements.
(National Standard 2)

Objective	Implications for Learning and Teaching
Grades 3-5 3.4 Recognize the value of intuitive perceptions in the problem-solving process. **Focus:** Recognize the validity of his or her own feelings and impressions when solving visual problems.	Uses his or her own ideas and feelings when creating artwork. Respects the work of others when discussing/critiquing art. Becomes comfortable/secure following his or her own instincts when creating art.
Grades 3-5 3.5 Recognize the value of experimentation in the problem-solving process. **Focus:** Accept that trying a variety of techniques and imagery will enhance work (final solution).	Explores a variety of materials. Explores a variety of ideas. Creates work which shows progressive effort over time. Considers numerous solutions during the problem solving process. Exercises flexibility when approaching a problem-solving situation.

VISUAL ARTS

GOAL 3: The student will organize the components of a work into a cohesive whole through knowledge of organizational principles of design and art elements.
(National Standard 2)

Objective	**Implications for Learning and Teaching**
Grades 6-8 3.1 Recognize and apply the elements of art in an aesthetic composition. **Focus:**	
Continue to learn about the art elements of color, line, texture, space, shape, and value.	Identifies primary, secondary and tertiary (intermediate) colors.
	Mixes and blends secondary and tertiary (intermediate) colors.
Critically analyze the use of art elements in his or her own work and that of others to gain feedback necessary to improve design solutions.	Recognizes color relationships: complementary, analogous, monochromatic.
	Creates tints, shades, and tones.
	Experiments with modifying intensity and value of color.
	Compares how others have used color relationships, intensity, and value to achieve desired effects.
	Uses one point linear perspective.
	Makes use of atmospheric perspective to establish relative positions of objects in space through over lapping, foreground, middle ground, background, color intensity and amount of detail.
	Uses variety of lines to achieve 2 and 3-dimensional effects.
	Studies how others have used actual, imaginary and applied textures to achieve desired effects.
	Creates different visual textures when using computers, videos, drawing, printmaking, sculpture and painting tools.
	Identifies geometric shapes: circle, square, rectangle, triangle, diamond, oval, octagon, and pentagon.
	Develops understanding of positive and negative space in a composition.
	Writes and talks about the elements of design in works of art.

GOAL 3: The student will organize the components of a work into a cohesive whole through knowledge of organizational principles of design and art elements.
(National Standard 2)

Objective	Implications for Learning and Teaching
Grades 6-8 3.1 Recognize and apply the elements of art in an aesthetic composition. (continued)	Differentiates between geometric and organic shapes. Compares two-dimensional shapes and three-dimensional forms. Uses a variety of geometric and organic shapes in creating his or her own work. Develops ability to critique his or her own work and that of others in terms of art elements.

GOAL 3: **The student will organize the components of a work into a cohesive whole through knowledge of organizational principles of design and art elements.**
(National Standard 2)

Objective	Implications for Learning and Teaching
Grades 6-8 3.2 Recognize and apply the design principles used in composition. **Focus:**	
Continue to learn and apply the principles of design: movement, balance, unity/variety, repetition, and emphasis.	Creates compositions by manipulating the elements of art according to design principles. Uses the entire page as part of the composition.
Critically analyze the use of design principles in his or her own work and that of others to gain feedback necessary to improve design solutions.	Creates focus of interest (emphasis) in a composition and identify it in other's work. Uses symmetrical and asymmetrical balance and can distinguish between the two. Achieves balance in compositions through use of like or different objects. Uses elements of art design and to achieve movement within his or her own art. Describes how viewer's eye moves through a work of art. Uses variations to create interest in a composition. Discusses how pattern is created by repetition. Uses repetition to create pattern and unity. Writes and talks about his or her own work and that of others in terms of design principles.

VISUAL ARTS

GOAL 3: The student will organize the components of a work into a cohesive whole through knowledge of organizational principles of design and art elements.
(National Standard 2)

Objective	**Implications for Learning and Teaching**
Grades 6-8 3.3 Recognize that diverse solutions are preferable to predetermined visual solutions. **Focus:**	
Accept the value of original, personal points of view and/or interpretations.	Develops solutions that do not rely on copying, tracing, patterns or duplicated materials. Respects the views and interpretations of others. Recognizes others may view or interpret differently.
Grades 6-8 3.4 Recognize the value of intuitive perceptions in the problem-solving process. **Focus:**	
Recognize the validity of his or her own feelings and impressions when solving visual problems.	Uses his or her own ideas and feelings when creating artwork. Respects the work of others when discussing/critiquing art. Follows his or her own instincts when creating art.

VISUAL ARTS

GOAL 3: The student will organize the components of a work into a cohesive whole through knowledge of organizational principles of design and art elements.
(National Standard 2)

Objective	Implications for Learning and Teaching
Grades 6-8	
3.5 Recognize the value of experimentation in the problem-solving process.	
Focus:	
Know that trying a variety of techniques and imagery will enhance work (final solution).	Explores a variety of materials. Explores a variety of ideas. Seeks uncommon ways of putting material and ideas together. Creates work which shows progressive effort over time. Considers numerous solutions during the problem solving process. Exercises flexibility when approaching a problem-solving situation.
Grades 9-12	
3.1 Recognize and apply the elements of art in an aesthetic composition.	
Focus:	
Continue to learn about the art elements of color, line, texture, space, shape and value. Critically analyze the use of art elements in his or her own work and that of others to gain feedback necessary to improve design solutions.	Identifies primary, secondary and tertiary (intermediate) colors. Mixes and blends secondary and tertiary (intermediate) colors. Recognizes color relationships: complementary, analogous, monochromatic, triad, split compliment. Recognizes color names of full palette such as ochre or ultramarine. Creates tints, shades and tones. Experiments with modifying intensity and value of color. Compares how others have used color relationships, intensity, and value to achieve desired effects.

GOAL 3: The student will organize the components of a work into a cohesive whole through knowledge of organizational principles of design and art elements.
(National Standard 2)

Objective	Implications for Learning and Teaching
Grades 9-12 3.1 Recognize and apply the elements of art in an aesthetic composition. (continued)	Uses one and two point linear perspective. Uses atmospheric perspective to establish relative positions of objects in space through over-lapping, foreground, middle ground, background, color intensity and amount of detail. Uses variety of lines to achieve 2 and 3-dimensional effects. Studies how others have used actual imaginary and applied textures to achieve desired effects. Creates different visual textures when using computers, videos, drawing, printmaking, sculpture, painting tools, fiber, ceramic and photographic processes. Differentiates between geometric and organic shapes. Compares two-dimensional shapes and three-dimensional forms. Uses variety of geometric and organic shapes in creating his or her own work. Writes about, describes and analyzes his or her own work and that of others in terms of art elements.

GOAL 3: The student will organize the components of a work into a cohesive whole through knowledge of organizational principles of design and art elements.
(National Standard 2)

Objective	Implications for Learning and Teaching
Grades 9-12 3.2 Recognize and apply the design principles used in composition. **Focus:** Apply the principles of design: movement, balance, unity/variety, repetition and emphasis. Critically analyze the use of design principles in own work and that of others to gain feedback necessary to improve design solutions.	Creates compositions by manipulating the elements of art according to design principles. Creates focus of interest (emphasis) in a composition and identify it in others' work. Uses symmetrical and asymmetrical balance and can distinguish between the two. Achieves balance in composition through use of like or different objects. Uses elements of art design and to achieve movement. Uses variations to create interest in a composition. Uses repetition to create pattern and unity. Critiques his or her own work and that of others in terms of design principles.
Grades 9-12 3.3 Recognize that diverse solutions are preferable to predetermined visual solutions. **Focus:** Accept the value of original, personal points of view and/or interpretations.	Imagines solutions that do not plagiarize by relying on copying, tracing, patterns or duplicated materials. Respects the view and interpretations of others. Recognizes others may view or interpret differently. Recognizes his or her own artwork may have been influenced by the work of a famous artist or period of art.

GOAL 3: **The student will organize the components of a work into a cohesive whole through knowledge of organizational principles of design and art elements.**
(National Standard 2)

Objective	Implications for Learning and Teaching
Grades 9-12 3.4 Recognize the value of intuitive perceptions in the problem-solving process. **Focus:** Recognize the validity of his or her own feelings and impressions when solving visual problems.	Uses his or her own ideas and feelings when creating artwork. Respects the work of others when discussing/critiquing art. Follows his or her own instincts when creating art.
Grades 9-12 3.5 Recognize the value of experimentation in the problem-solving process. **Focus:** Know that trying a variety of techniques and imagery will enhance work (final solution).	Explores a variety of materials. Explores a variety of ideas. Seeks uncommon ways of putting materials and ideas together. Creates work which shows progressive skill, effort and control over time. Considers numerous solutions during the problem-solving process. Exercises flexibility when approaching a problem-solving situation. Analyses the role experimentation plays in the development of a work.

VISUAL ARTS

GOAL 4: The student will choose and evaluate a range of subject matter and ideas to communicate intended meaning in artworks.

(National Standard 3)

Objective	Implications for Learning and Teaching
Grades K-2 4.1 Demonstrate the use of life surroundings and personal experiences to express ideas and feelings visually. **Focus:** Know his or her own surroundings and experiences are valid material on which to base artwork.	Creates art depicting self, family, friends, pets, home, school and community. Discusses, creates or writes stories about his or her own art.
Grades K-2 4.2 Interpret the environment through art. **Focus:** Interpret his or her own environment. Use imagination to interpret other environments.	Produces work that shows attention to detail in his or her surroundings. Interjects personal point of view regarding his or her own surroundings. Shows sensitivity to people's impact on the earth. Creates fantasy environments.

GOAL 4: The student will choose and evaluate a range of subject matter and ideas to communicate intended meaning in artworks.
(National Standard 3)

Objective	Implications for Learning and Teaching
Grades K-2 4.3 Invent original and personal imagery to convey meaning and not rely on copying, tracing, patterns or duplicated materials. **Focus:** Accept the validity of his or her own artistic solutions.	Creates art from his or her own imagination, observations and impressions. Uses personal surroundings as subject matter. Freely interprets work by other artists, cultures or time periods to create original art.
Grades K-2 4.4 Explore how artists develop personal imagery and style. **Focus:** Recognize that an artist's work has certain characteristics that separate it from others. Recognize that an artist's background and experiences are important in formulating that artist's work.	Examines art by people from many cultures. Talks about how an artist's environment and time make work different from that of others. Compares work of various artists and cultures.
Grades 3-5 4.1 Demonstrate the use of life surroundings and personal experiences to express ideas and feelings visually. **Focus:** Know his or her own surroundings and experiences are valid material on which to base artwork.	Creates art exploring his or her own experiences. Discusses, creates, or writes stories about his or her own art.

GOAL 4: The student will choose and evaluate a range of subject matter and ideas to communicate intended meaning in artworks.
(National Standard 3)

Objective	Implications for Learning and Teaching
Grades 3-5 4.2 Interpret the environment through art. **Focus:**	
Interpret his or her own environment. Use knowledge and imagination to interpret other environments.	Produces work that shows attention to detail in his or her surroundings. Interjects personal point of view regarding his or her own surroundings. Shows sensitivity to people's impact on the earth. Creates fantasy environments.
Grades 3-5 4.3 Invent original and personal imagery to convey meaning and not rely on copying, tracing, patterns or duplicated materials. **Focus:**	
Accept the validity of his or her own artistic solutions.	Creates art from his or her own imagination, observations and impressions. Uses personal surroundings as subject matter. Freely interprets work by other artists, cultures or time periods to create original art.

VISUAL ARTS

GOAL 4: The student will choose and evaluate a range of subject matter and ideas to communicate intended meaning in artworks.
(National Standard 3)

Objective	**Implications for Learning and Teaching**
Grades 3-5 4.4 Explore how artists develop personal imagery and style. **Focus:** Recognize that an artist's work has certain characteristics that separate it from others. Recognize that an artist's background and experiences are important in formulating that artist's work.	Examines art by people from many cultures. Talks about how an artist's environment and time make work different from that of others. Compares work of various artists and cultures.
Grades 6-8 4.1 Demonstrate the use of life surroundings and personal experiences to express ideas and feelings visually. **Focus:** Know that his or her own surroundings and experiences are valid material on which to base artwork.	Creates art exploring his or her own experiences. Discusses or creates stories about his or her own art.
Grades 6-8 4.2 Interpret the environment through art. **Focus:** Interpret his or her own environment. Use knowledge and imagination to interpret other environments.	Produces work that shows attention to detail in his or her surroundings. Interjects personal point of view regarding his or her own surroundings. Shows sensitivity to people's impact on the earth. Creates fantasy environments.

VISUAL ARTS

GOAL 4: The student will choose and evaluate a range of subject matter and ideas to communicate intended meaning in artworks.

(National Standard 3)

Objective	Implications for Learning and Teaching
Grades 6-8 4.3 Invent original and personal imagery to convey meaning and not rely on copying, tracing, patterns or duplicated materials. **Focus:** Accept the validity of his or her own artistic solutions.	Creates art from his or her own observations and impressions. Uses personal surroundings as subject matter. Freely interprets work by other artists, cultures or time periods to create original art. Develops confidence and pride in self expression.
Grades 6-8 4.4 Explore how artists develop personal imagery and style. **Focus:** Recognize that an artist's work has certain characteristics that separate it from others. Recognize that an artist's background and experiences are important in formulating that artist's work.	Examines art by people from many cultures. Talks about how an artist's environment and time make work different from that of others. Compares work of various artists and cultures.
Grades 9-12 4.1 Demonstrate the use of life surroundings and personal experiences to express ideas and feelings visually. **Focus:** Know that his or her own surroundings and experiences are valid material on which to base artwork.	Creates art exploring his or her own experiences. Discusses or writes about feelings and ideas in his or her own art work.

GOAL 4: The student will choose and evaluate a range of subject matter and ideas to communicate intended meaning in artworks.

(National Standard 3)

Objective	Implications for Learning and Teaching
Grades 9-12 4.2 Interpret the environment through art. **Focus:**	
Study his or her own environment.	Selectively utilizes details from his or her surroundings.
Use knowledge and imagination to interpret other environments.	Interjects personal point of view regarding his or her own surroundings.
	Shows sensitivity to environmental changes.
	Creates environments depicting imagined worlds.
Grades 9-12 4.3 Invent original and personal imagery to convey meaning and not rely on copying, tracing, patterns, or duplicated materials. **Focus:**	
Accept the validity of his or her own artistic solutions.	Creates art from direct observations and personal impressions.
	Recognizes that directly copying from others work is plagiarism.
4.4 Explore how artists develop personal imagery and style. **Focus:**	
Recognize that an artist's work has certain characteristics that separate it from others.	Examines art by people from many cultures.
Recognize that an artist's background and experiences are important in formulating that artist's work.	Points out how an artist's environment and time make work different from that of others.
Recognize that an artist may be influenced by other artists.	Compares work of various artists and cultures.

GOAL 5 **The student will understand the visual arts in relation to history and cultures.**

(National Standard 4)

Objective	**Implications for Learning and Teaching**
Grades K-2 5.1 Know that the visual arts have a history, purpose and function in all cultures. **Focus:**	
Recognize that art is the visual record of the history of mankind.	Makes responses that are both knowledge-based and personal (objective and subjective).
Recognize that art is created to fulfill personal and/or societal needs or purposes.	Identifies main purpose for an individual artwork. Realizes some artworks are useful (functional).
Recognize that art can serve more than one purpose and/or function in a given culture.	
Recognize that an individual's artwork may serve functional purposes.	
Grades K-2 5.2 Identify specific works of art as belonging to particular cultures, times and places. **Focus:**	
Know that a given culture will create art unique to that time and place.	Identifies selected characteristics that make art of a particular culture unique. Demonstrates knowledge of belief systems of selected cultures as reflected in artwork of that culture. Identifies selected medium/techniques used for an individual artwork.

GOAL 5 **The student will understand the visual arts in relation to history and cultures.**

(National Standard 4)

Objective	Implications for Learning and Teaching
Grades K-2 5.3 Introduce works of art from different times and cultures. **Focus:** Recognize that art from different times and cultures does not look the same.	Becomes aware of the ideas of time and history (what came before and after). Becomes familiar with the fact that there have been many different cultures in the world and each culture has produced art. **TEACHER NOTE:** Relate the concept of time to students personally ("When your grandfather was young...") and to famous people ("When George Washington was alive...").
Grades K-2 5.4 Recognize selected works of art and artists. **Focus:** Recognize selected artworks from various cultures.	Names selected artists. Names selected works by an artist.
Grades K-2 5.5 Recognize the existence of universal themes in art throughout history. **Focus:** Recognize that human beings create art to tell about their ideas and lives. Appreciate that art can tell about a story or idea without words.	Discusses common themes such as: families, community, life, and beauty. Discusses which themes are most important to a particular culture. **TEACHER NOTE:** Emphasize that art materials can be used to communicate a story as well as one can tell or write a story.

VISUAL ARTS

GOAL 5 **The student will understand the visual arts in relation to history and cultures.**

(National Standard 4)

Objective	Implications for Learning and Teaching
Grades K-2	
5.6 Recognize that cultures have different ideas about what is pleasing and acceptable (aesthetics).	
Focus:	
Know that art is produced through individual and cultural interaction.	Discusses how a particular work of art adheres to or diverges from the standard or aesthetics of the society that produced it.
Recognize each individual is a product of his or her culture.	
Grades 3-5	
5.1 Know that the visual arts have a history, purpose and function in all cultures.	
Focus:	
Recognize that art is the visual record of the history of mankind.	Makes responses that are both knowledge-based and personal (objective and subjective).
Recognize that art is created to fulfill personal and/or societal needs or purposes.	Identifies the main purposes for art in a society. Identifies the main purpose for an individual artwork.
Recognize that art can serve more than one purpose and/or function in a given culture.	Differentiates between decorative and functional purpose in his or her own artwork.
Recognize that an individual artwork may serve decorative and/or functional purposes.	

GOAL 5 **The student will understand the visual arts in relation to history and cultures.**

(National Standard 4)

Objective	Implications for Learning and Teaching
Grades 3-5 5.2 Identify specific works of art as belonging to a particular culture, time and place. **Focus:** Know that a given culture will create art unique to that time and place.	Identifies selected characteristics that make art of a particular culture unique. Demonstrates a knowledge of belief systems of selected cultures as reflected in the artwork of that culture. Identifies medium/techniques used for an individual artwork. Discusses cross-cultural influence.
Grades 3-5 5.3 Compare works of art from different times and cultures. **Focus:** Obtain an awareness of similarities and differences in art across time.	Understands there have been many different cultures in the world and each culture has produced art. Compares one culture to another culture of the same time. Compares one culture to another culture of a different time. Begins to have a sense of history (what came before and after) regarding cultures and works of art. **TEACHER NOTE:** Relate the concept of time to students personally.

VISUAL ARTS

GOAL 5 **The student will understand the visual arts in relation to history and cultures.**

(National Standard 4)

Objective	Implications for Learning and Teaching
Grades 3-5 5.4 Recognize selected works of art and artists. **Focus:** Recognize selected artworks from various cultures.	Names selected artist. Names selected works by an artist. Recognizes individual style characteristics of an artist. Compares and contrasts selected major artists and artwork.
Grades 3-5 5.5 Recognize there are many themes in art common throughout history. **Focus:** Begin to recognize that factors unique to a given culture, time and place may determine which themes are most important. Recognize that human beings create art to tell about their ideas and lives. Recognize that art can communicate facts and ideas without words.	Discusses common themes such as: families, community, life, and beauty. Discusses which themes are most important to a particular culture and why. Compares the use of a theme or themes by more than one culture or time period. **TEACHER NOTE:** Emphasize that art materials can be used to communicate a story as well as one can tell or write a story.

GOAL 5 **The student will understand the visual arts in relation to history and cultures.**

(National Standard 4)

Objective	Implications for Learning and Teaching
Grades 3-5	
5.6 Recognize that cultures have different ideas about what is pleasing and acceptable (aesthetics).	
Focus:	
Begin to recognize aesthetics or the existence of standards established by a particular culture to determine beauty, value or worthiness of its art. Know that art is produced through individual and cultural interaction. Recognize that each individual is a product of his or her culture.	Discusses how a particular work of art adheres to or diverges from the standard or aesthetics of the society that produced it. **TEACHER NOTE:** Remind students that some cultures are more accepting of diversity than others.

VISUAL ARTS

GOAL 5 **The student will understand the visual arts in relation to history and cultures.**

(National Standard 4)

Objective	Implications for Learning and Teaching
Grades 6-8 5.1 Know that the visual arts have a history, purpose and function in all cultures. **Focus:**	
Recognize that art in the visual record of the history of mankind.	Recognizes and discusses how aspects of history can be revealed through art.
Recognize that art is created to fulfill personal and/or societal needs or purposes.	Makes verbal and written responses that are both knowledge-based and personal (objective and subjective). Identifies the main purposes for art in a society.
Recognize that an individual artwork may serve decorative, functional and/or symbolic purposes.	Identifies main purpose for an individual artwork. Differentiates between and discusses decorative, functional and symbolic purpose in his or her own art..
Recognize that art can serve more than one purpose and/or function in a given culture.	Differentiates decorative, functional and symbolic purpose in artists' work throughout time.
Know the role of the artist differs in various cultures and times and that this can affect what, how and for whom the artist creates.	
Grades 6-8 5.2 Identify specific works of art as belonging to a particular culture, time and place. **Focus:**	
Know that a given culture will create art unique to that time and place.	Discusses and writes about characteristics that make art of a particular culture unique. Obtains knowledge of belief systems of selected cultures as reflected in artwork of that culture. Identifies medium/techniques used for an individual influence. Discusses cross-cultural influences.

GOAL 5 The student will understand the visual arts in relation to history and cultures.

(National Standard 4)

Objective	**Implications for Learning and Teaching**
Grades 6-8 5.3 Compare relationships of works of art to one another in terms of history, aesthetics, and cultural/ethnic groups. **Focus:** Obtain an awareness of similarities and differences in art across time.	Compares one culture to another culture of the same time. Compares one culture to another culture of a different time. Has a sense of history (what came before and after) regarding cultures and works of art. Develops an understanding of present culture through contemporary works of art. **TEACHER NOTE:** Relate the concept of time through the use of timelines.
Grades 6-8 5.4 Recognize the existence of art movements, periods, and styles. **Focus:** Recognize major art movements, periods or styles within selected cultures or time periods. Recognize that within a particular culture, major artists have created singular and recognizable bodies of work.	Discusses and writes about characteristics that make an art movement, period or style unique. Compares and contrasts selected art movements. Names selected artists. Names selected works by an artist. Recognizes individual style characteristics of an artist. Compares and contrasts selected major artists and artwork. Recognizes personal reasons for liking or disliking various artists work.

VISUAL ARTS

GOAL 5 **The student will understand the visual arts in relation to history and cultures.**

(National Standard 4)

Objective	**Implications for Learning and Teaching**
Grades 6-8	
5.5 Recognize the existence of universal themes in art throughout history.	
Focus:	
Recognize that factors unique to a given culture, time and place may determine which themes are most important.	Discusses universal themes such as: birth, change, life, death, power, and beauty. Discusses which themes are most important to a particular culture and why.
Recognize that the human condition and experience mandate expression of certain physical, emotional and spiritual themes throughout history.	Compares and contrasts the use of a theme or themes by more than one culture or time period.
Recognize that art communicates beyond the written and spoken word.	
Recognize that visual art can serve as a complete means to explore and explain a theme.	

GOAL 5 **The student will understand the visual arts in relation to history and cultures.**

(National Standard 4)

Objective	Implications for Learning and Teaching
Grades 6-8 5.6 Recognize that cultures have different aesthetics and each individual is a product of his or her culture. **Focus:**	
Recognize aesthetics or the existence of standards established by a particular culture to determine beauty, value or worthiness of its art.	Discusses and writes about how a particular work of art adheres to or diverges from the standard or aesthetics of the society that produced it.
Distinguish that art is produced through individual and cultural interaction.	Recognizes the diversity of influences produced within a culture at any given time.
Begin to recognize that a society may have more than one system of aesthetics in force at the same time such as high art vs. popular cultures, academic vs. outsider art and folk art.	Recognizes the effect individuality or tradition may have on the conceptualization and execution of art within a culture. **TEACHER NOTE:** Remind students that some cultures are more accepting of diversity than others. Point out that some cultures value individuality more than others.
Recognize that each individual is a product of his or her culture.	

GOAL 5 **The student will understand the visual arts in relation to history and cultures.**

(National Standard 4)

Objective	Implications for Learning and Teaching
Grades 9-12 5.1 Know that the visual arts have a history, purpose and function in all cultures. **Focus:**	
Recognize that art is the visual record of the history of mankind.	Makes verbal and written responses that are both knowledge-based and personal (objective and subjective).
Recognize that art is created to fulfill personal and/or societal needs or purposes.	Identifies the main purposes for art in a society. Identifies the main purpose for an individual artwork.
Recognize that an individual artwork may serve decorative, functional and/or symbolic purposes.	Researches, analyzes and discusses decorative, functional and symbolic in his or her own art, the art of others and of artists throughout time.
Recognize that art can serve more than one purpose and/or function in a given culture.	
Know the role of the artist differs in various cultures and times and that this can affect what, how and for whom the artist creates.	
Grades 9-12 5.2 Identify specific works of art as belonging to particular cultures, times and places. **Focus:**	
Know that a given culture will create art unique to that time and place because of the interlinking of belief systems with available technologies and materials.	Discusses and writes about characteristics that make art of a particular culture unique. Becomes knowledgeable about belief systems of selected cultures through research and analysis. Identifies medium/techniques used for an individual artwork. Analyzes cross-cultural influences.

GOAL 5 The student will understand the visual arts in relation to history and cultures.

(National Standard 4)

Objective	**Implications for Learning and Teaching**
Grades 9-12 5.3 Compare relationships of works of art to one another in terms of history, aesthetics, and cultural/ethnic groups. **Focus:**	
Obtain an awareness of similarities and differences in art across time.	Compares one culture to another culture of the same time. Compares one culture to another culture of a different time. Has sense of history (what came before and after) regarding cultures and works of art. Develops understanding of present culture through contemporary works of art. Based on understanding of present culture through art, intelligently speculates on future cultures. **TEACHER NOTE:** Relate concept of time through the use of timelines.

VISUAL ARTS

GOAL 5 **The student will understand the visual arts in relation to history and cultures.**

(National Standard 4)

Objective	Implications for Learning and Teaching
Grades 9-12	
5.4 Recognize the existence of art movements, periods and styles.	
Focus:	
Recognize major art movements, periods or styles within selected cultures or time periods. Recognize that within a particular culture, major artists have created singular and recognizable bodies of work.	Discusses and writes about characteristics that make an art movement, period or style unique. Compares and contrasts selected art movements. Analyzes work of selected artists. Recognizes individual style characteristics of an artist. Compares and contrasts selected major artists and artwork. Recognizes the influence of certain artists and styles of art in his or her own art. Justifies personal response to different artists and works of art.
Grades 9-12	
5.5 Recognize the existence of universal themes in art throughout history.	
Focus:	
Recognize that factors unique to a given culture, time and place may determine which themes are most important. Recognize that the human condition and experience mandate expression of certain physical, emotional and spiritual themes throughout history. Recognize that art communicates beyond the written and spoken word. Recognize that visual art can serve as a complete means to explore and explain a theme.	Discusses universal themes such as: birth, change, life, death, power, survival, political, and beauty. Discusses which themes are most important to a particular culture and why. Compares and contrasts the use of a theme or themes by more than one culture or time period.

GOAL 5 **The student will understand the visual arts in relation to history and cultures.**

(National Standard 4)

Objective	Implications for Learning and Teaching
Grades 9-12 5.6 Recognize that cultures have different aesthetics and each individual is a product of his or her culture. **Focus:**	
Recognize aesthetics or the existence of standards established by a particular culture to determine beauty, value or worthiness of its art.	Discusses and writes about how a particular work of art adheres or diverges from the standard, or aesthetics, of the society that produced it.
Distinguish that art is produced through individual and cultural interaction.	Recognizes the diversity of influences produced within a culture at any given time.
Recognize that a society may have more than one system of aesthetics in force at the same time such as high art vs. popular cultures, academic vs. outsider art and folk art.	Recognizes the effect individuality and/or tradition may have on the conceptualization and execution of art within a culture. **TEACHER NOTE:** Some cultures are more accepting of diversity than others. Point out that some cultures value individuality more than others.
Recognize each individual is a product of his or her culture.	

GOAL 6: **The student will reflect upon and assess the characteristics and merits of their work and the work of others.**
(National Standard 5)

Objective	Implications for Learning and Teaching
Grades K-2 6.1 Understand there are various purposes for creating works of visual art. **Focus:** Understand that the purpose for a work of art affects how a work is made.	Discusses questions relating purpose and appropriateness such as: How did the artist use his or her skills on this work? Did your art materials do what you wanted them to do?
Grades K-2 6.2 Describe how people's experiences influence the development of specific artworks. **Focus:** Understand experience varies from individual to individual and from culture to culture.	Relates important experiences in life to his or her own art. Identifies experiences that influenced the direction of other's art.
Grades K-2 6.3 Accept other's work and ideas as unique expression of themselves. **Focus:** Learn that no two people are alike; therefore, their artwork should not be alike.	Discovers diversity in art as a natural and positive expression of individuality. Discovers that art expresses one's own ideas and feelings visually. Values work by others that does not rely on copying, tracing, patterns or duplicated materials.

GOAL 6: **The student will reflect upon and assess the characteristics and merits of their work and the work of others.**
(National Standard 5)

Objective	Implications for Learning and Teaching
Grade K-2 6.4 Recognize that we should learn from our mistakes as part of the creative process. **Focus:** Recognize that mistakes can be turned into opportunities for creative problem solving.	Applies knowledge gained from a failure mistake or accident to help achieve a more successful effort. Learns to accept that sometimes artistic endeavors fail because of reasons beyond one's control.
Grade K-2 6.5 Critique artwork through the use of: proper vocabulary, art elements and design principles, meaning, feeling, mood and ideas. **Focus:** Learn proper vocabulary. Learn art elements and design principles. Recognize that the use of art elements and design principles by the artist create meaning, feeling, mood and express ideas.	Begins to describe and explain his or her own art and the art of others in response to guided questions.
Grades K-2 6.6 Understand there are varied responses to specific artworks. **Focus:** Expect responses to a specific artwork will vary from individual to individual.	Expects differing opinions about a specific artwork. Expresses his or her own thoughts and feelings about a specific artwork.

GOAL 6: **The student will reflect upon and assess the characteristics and merits of their work and the work of others.**
(National Standard 5)

Objective	Implications for Learning and Teaching
Grades 3-5 6.1 Understand there are various purposes for creating works of visual art. **Focus:** Understand that the purpose for a work of art affects how a work is made.	Discusses questions relating purpose and appropriateness such as: Why do you think this artist painted this way? How do the materials the artist used help get across the idea of the artwork? Discusses how work succeeds in fulfilling its purpose.
Grades 3-5 6.2 Describe how people's experiences influence the development of specific artworks. **Focus:** Understand experience varies from individual to individual and from culture to culture.	Identifies experiences that influenced the direction (themes, meaning, purpose, media choice) of his or her own art. Identifies experiences that influenced the direction of other's art.
Grades 3-5 6.3 Accept other's work and ideas as unique expression of themselves. **Focus:** Accept that no two people are alike; therefore, their artwork should not be alike.	Accepts diversity in art as a natural and positive expression of individuality. Accepts art that expresses his or her own ideas and feelings visually. Values work by others that does not rely on copying, tracing, patterns or duplicated materials.

GOAL 6: **The student will reflect upon and assess the characteristics and merits of their work and the work of others.**
(National Standard 5)

Objective	Implications for Learning and Teaching
Grades 3-5 6.4 Recognize that we should learn from our mistakes as part of the creative process. **Focus:** Recognize that mistakes can be turned into opportunities for creative problem solving.	Expresses what can be learned from a mistake or accident of their own or others. Applies knowledge gained from a failure situation to help achieve a more successful effort. Accepts that sometimes artistic endeavors fail because of reasons beyond one's control.
Grades 3-5 6.5 Critique artwork through the use of: proper vocabulary, art elements and design principles, meaning, feeling, mood and ideas. **Focus:** Learn proper vocabulary. Learn art elements and design principles. Recognize that the use of art elements and design principle by the artist create meaning, feeling, mood and express ideas.	Describes and explains his or her own art and the art of others in response to guided questions.
Grades 3-5 6.6 Understand there are varied responses to specific artworks. **Focus:** Accept and expect responses to a specific artwork will vary from individual to individual.	Accepts differing opinions about a specific artwork. Expresses his or her own thoughts and feelings about a specific artwork.

GOAL 6: **The student will reflect upon and assess the characteristics and merits of their work and the work of others.**
(National Standard 5)

Objective	Implications for Learning and Teaching
Grades 6-8 6. 1 Understand there are various purposes for creating works of visual art. **Focus:** Understand that the purpose for a work of art affects how a work is made.	Discusses or writes about questions relating purpose and appropriateness such as: Is the craftsmanship appropriate for the purpose of the work? Are the materials appropriate for the purpose of the work? Discusses relative success of the work in fulfilling its purpose.
Grades 6-8 6.2 Describe how people's experiences influence the development of specific artworks. **Focus:** Understand experience varies with opportunity and interpretation from individual to individual and from culture to culture.	Identifies and writes about experiences that influenced the direction (themes, meaning, purpose, media choice) of his or her own art. Identifies experiences that influenced the direction of other's art.
Grades 6-8 6.3 Accept other's work and ideas as unique expression of themselves. **Focus:** Accept that no two people are alike; therefore, their artwork should not be alike.	Accepts diversity in art as a natural and positive expression of individuality. Accepts art that expresses his or her own ideas and feelings visually. Values work by others that does not rely on copying, tracing, patterns or duplicated materials. Seeks his or her own form of expression.

GOAL 6: **The student will reflect upon and assess the characteristics and merits of their work and the work of others.**
(National Standard 5)

Objective	Implications for Learning and Teaching
Grades 6-8 6.4 Recognize that unsuccessful efforts can be a constructive part of growth in the creative process. **Focus:** Recognize that unsuccessful efforts can help teach the limits of the artist as well as the limits of a particular medium.	Expresses what can be learned from an unsuccessful effort of their own or others. Applies knowledge gained from mistakes or accidents to help achieve a more successful effort. Accepts that sometimes artistic endeavors are not successful because of reasons beyond one's control.
Grades 6-8 6.5 Critique artwork through the use of: proper vocabulary, art elements and design principles, meaning, feeling, mood and ideas, oral and written expression. **Focus:** Learn proper vocabulary. Learn art elements and design principles. Recognize that the use of art elements and design principles by the artist create meaning, feeling, mood and express ideas.	Critiques his or her own art and the art of others in response to guided questions. Individually or in a group generates criteria for critiquing his or her own art and the art of others.

GOAL 6: **The student will reflect upon and assess the characteristics and merits of their work and the work of others.**
(National Standard 5)

Objective	Implications for Learning and Teaching
Grades 6-8 6.6 Understand there are varied responses to specific artworks. **Focus:** Accept and expect that responses to a specific artwork will vary from individual to individual. Understand that an individual may respond to a specific artwork on more than one level: intellectually and analytically, emotionally and spontaneously; both have validity.	Accepts differing opinions about a specific artwork. Expresses his or her own thoughts and feelings about a specific artwork.
Grades 9-12 6.1 Understand there are various purposes for creating works of visual art. **Focus:** Understand that the purpose for a work of art affects how a work is made.	Discusses and writes about questions relating purpose and appropriateness such as: Is the craftsmanship appropriate for the purpose of the work? Are the materials appropriate for the purpose of the work? Discusses relative success of the work in fulfilling its purpose.
Grades 9-12 6.2 Describe how people's experiences influence the development of specific artworks. **Focus:** Understand experience varies with opportunity and interpretation from individual to individual and from culture to culture.	Identifies and writes about experiences that influenced the direction (themes, meaning, purpose, media choice) of his or her own art. Identifies experiences that influenced the direction of other's art.

GOAL 6: **The student will reflect upon and assess the characteristics and merits of their work and the work of others.**
(National Standard 5)

Objective	Implications for Learning and Teaching
Grades 9-1 6.3 Accept other's work and ideas as unique expression of themselves. **Focus:** Accept that no two people are alike; therefore, their artwork should not be alike.	Accepts diversity in art as a natural and positive expression of individuality. Accepts art that expresses others personal feelings visually. Values work by others that does not rely on copying, tracing, or duplicated materials.
Grades 9-12 6.4 Recognize the constructive role of failure as a part of the creative process. **Focus:** Recognize that failure can help teach the limits of the artist as well as the limits of a particular medium.	Expresses what can be learned from a failure situation of their own or others. Applies knowledge gained from a failure situation to help achieve a more successful effort. Accepts that sometimes artistic endeavors fail because of reasons beyond one's control. **TEACHER NOTE:** Help students recognize that what they think is a mistake may just be the "ugly" stage in an artwork. The value of perseverance is important.

GOAL 6: **The student will reflect upon and assess the characteristics and merits of their work and the work of others.**
(National Standard 5)

Objective	Implications for Learning and Teaching
Grades 9-12 6.5 Critique artwork through the use of: proper vocabulary, art elements and design principles, meaning, feeling, mood and ideas oral and written expression. **Focus:**	
Employ proper vocabulary.	Critiques his or her art and the art of others in response to guided questions.
Employ art elements and design principles.	Individually or in a groups generates criteria for critiquing his or her own art and the art of others.
Recognize that the use of art elements and design principles by the artists create meaning, feeling, mood and express ideas.	Uses critical analysis to evaluate artwork. **TEACHER NOTE:** Written critiques should be a part of a student's portfolio. Refer to *A Short Guide to Writing About Art* by Sylvan Barnet and *Writing About Art* by Henry M. Sayre.
Grades 9-12 6.6 Understand there are varied responses to specific artworks. **Focus:**	
Accept and expect that responses to a specific artwork will vary from individual to individual.	Accepts differing opinions about a specific artwork.
Understand that an individual may respond to a specific artwork on more than one level such as intellectually and analytically or emotionally and spontaneously and that both have validity.	Expresses his or her own thoughts and feelings about a specific artwork.

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GOAL 7: **The student will perceive connections between visual arts and other disciplines.**

(National Standard 6)

Objective	**Implications for Learning and Teaching**
Grades K-2 7.1 Identify connections between the visual arts and other disciplines. **Focus:** Understand that the disciplines are: social studies, science, math, communication skills, second language, health/physical education, music, dance, theatre arts, and visual arts. Begin to learn what each discipline encompasses.	Begins to become aware of connections between reading, writing, math and arts. Begins to recognize that there are skills, content and processes unique to each discipline. **TEACHER NOTE:** Help students learn that reading, writing and math are used in all areas of learning. Teachers should be familiar with what is taught in other curriculum areas and help students make connections. Colleagues and *North Carolina Standard Course of Study* can be of help. These connections are vital to effective learning. Use pictures as cues to meanings.
Grades K-2 7.2 Explore connections within the arts disciplines. **Focus:** Begin to learn similarities such as vocabulary exist among all the arts.	Explores making works in art, music, dance and theatre arts. Explores ways of combining the arts to create expressive work. **TEACHER NOTE:** Help students understand that a major purpose of the arts is the creation of original work.
Grades K-2 7.3 Discuss how the artwork people produce, reflects the times in which they live. **Focus:** Recognize that social conditions of a particular place and time affect all disciplines.	Discusses important beliefs that affect disciplines in a particular time or place.

GOAL 7: The student will perceive connections between visual arts and other disciplines.

(National Standard 6)

Objective	**Implications for Learning and Teaching**
Grades K-2 7.4 Recognize how current technology affects visual arts and other disciplines. **Focus:**	
Begin to learn that objects can be both handmade and machine made and that both have value. Begin to learn that current technology affects how things look and how they are done. Begin to learn that current technology will precipitate additional developments in the future.	Discusses current technology and compares it to that of the past. Uses current technology to learn about art and create his or her own artwork. **TEACHER NOTE:** New technologies do not necessarily invalidate ancient technologies such as spinning, weaving, pottery, mosaics, bookbinding, stitchery, and paper-making. Ancient technologies are still important to learn, teach and practice because of their artistic merit.
Grades 3-5 7.1 Identify connections, similarities and differences between the visual arts and other disciplines. **Focus:**	
Understand that the disciplines are: social studies, science, math, communication skills, second language, health/physical education, music, theatre arts, dance, and visual arts. Begin to learn what each discipline encompasses.	Continues to become aware of connections between reading, writing, math and the arts through the use of common skills, content and processes. Begins to recognize that there are skills, content and processes unique to each discipline. **TEACHER NOTE:** Help students learn that reading, writing and math are used in all areas of learning. Teachers should be familiar with what is taught in other curriculum areas and help students make connections. Colleagues and *North Carolina Standard Course of Study* can be of help. These connections are vital to effective learning. Use pictures as cues to meanings.

GOAL 7: The student will perceive connections between visual arts and other disciplines.

(National Standard 6)

Objective	Implications for Learning and Teaching
Grades 3-5 7.2 Explore connections within the arts disciplines. **Focus:** Begin to learn multiple similarities exist among all the arts such as vocabulary, concepts, and use of composition.	Explores making works in art, music, dance and theatre arts. Compares how finished work is similar and different between/among arts disciplines. Explores ways of combining the arts to create expressive work. **TEACHER NOTE:** Help students understand that a major purpose of the arts is the creation of original work.
Grades 3-5 7.3 Discuss how the artwork people produce, reflects the times in which they live. **Focus:** Recognize that in a particular place or time, shared beliefs or knowledge will affect the ideas, issues or themes in all disciplines. Recognize that social conditions of a particular place and time affect all disciplines.	Discusses how social conditions affect human endeavors in all discipline areas. Discusses important beliefs that affect disciplines in a particular time or place. **TEACHER NOTE:** Discuss how the theme of change affects science, math, English, social studies and the arts. Grades 3-5 is a time for change and a good time to introduce timelines.

GOAL 7: **The student will perceive connections between visual arts and other disciplines.**

(National Standard 6)

Objective	Implications for Learning and Teaching
Grades 3-5	
7.4 Recognize how current technology affects visual arts and other disciplines.	
Focus:	
Know objects can be both handmade and machine made and that both have value.	Discusses current technology and compares it to that of the past. Uses current technology to learn about art and create own artwork.
Know that current technology affects how things look and how they are done. Know that current technology will precipitate additional developments in the future.	**TEACHER NOTE:** New technologies do not necessarily invalidate ancient technologies such as spinning, weaving, pottery, mosaics, bookbinding, stitchery, and paper-making. Ancient technologies are still important to learn, teach and practice because of their artistic merit.
Grade 6-8	
7.1 Identify connections, similarities and differences between the visual arts and other disciplines.	
Focus:	
Understand that the disciplines are: social studies, science, math, communication skills, second language, health/physical education, music, theatre arts, dance, vocational education and visual arts.	Identifies connections between reading, writing, math and the arts through the use of common skills, content and processes. Recognizes that there are skills, content and processes unique to each discipline.
Know what each discipline encompasses.	**TEACHER NOTE:** Ensure students learn that reading, writing and math are important in all areas of learning. Teachers should be familiar with what is taught in other curriculum areas and help students make connections. Colleagues and *North Carolina Standard Course of Study* can be of help. These connections are vital to effective learning.

GOAL 7: The student will perceive connections between visual arts and other disciplines.

(National Standard 6)

Objective	**Implications for Learning and Teaching**
Grade 6-8 7.2 Describe ways the art elements and design principles interrelate within all arts disciplines. **Focus:**	
Know multiple similarities exist among all the arts such as vocabulary, concepts, and use of composition.	Explores and compares the process of composing works in art, music, dance and theatre arts. Compares how finished work is similar and different between/among arts disciplines.
Recognize that at times the arts are difficult to categorize and boundaries separating the arts can be blurred or artificial.	Explores ways of combining the arts to create expressive work.
Grades 6-8 7.3 Compare characteristics of visual arts within a particular historical period or style with ideas, issues or themes in other disciplines. **Focus:**	
Recognize that in a particular place or time, shared beliefs or knowledge will affect the ideas, issues or themes in all disciplines.	Discusses and writes about how social conditions such as war, peace, famine and prosperity affect human endeavors in all discipline areas.
Recognize that social conditions of a particular place and time affect all disciplines.	Discusses and writes about important beliefs that affect disciplines in a particular time or place.

GOAL 7: **The student will perceive connections between visual arts and other disciplines.**

(National Standard 6)

Objective	Implications for Learning and Teaching
Grades 6-8 7.4 Recognize how current technology affects visual arts and other disciplines. **Focus:**	
Know that current technology affects how things look and how they are done.	Discusses current technology and compares it to that of the past.
	Uses current technology to learn about art and create own artwork.
Know that current technology will precipitate additional developments in the future.	Relates how new professions were brought about by technological innovations.
Learn that current technologies can create new professions in visual arts and other disciplines.	
Grades 9-12 7.1 Identify connections, similarities and differences between the visual arts and other disciplines. **Focus:**	
Understand that the disciplines are: social studies, science, math communication skills, second language, health/physical education, music, theatre arts, dance, vocational education and visual arts.	Identifies connections between reading, writing, math and art through the use of common skills, content and processes. Recognizes that there are skills, content and processes unique to each discipline.
Know what each discipline encompasses.	**TEACHER NOTE:** Ensure students learn that reading, writing and math are important in all areas of learning. Teachers should be familiar with what is taught in other curriculum areas and help students make connections. Colleagues and the *North Carolina Standard Course of Study* can be of help. These connections are vital to effective learning.

GOAL 7: **The student will perceive connections between visual arts and other disciplines.**

(National Standard 6)

Objective	Implications for Learning and Teaching
Grades 9-12 7.2 Describe ways the art elements and design principles interrelate within all arts disciplines. **Focus:**	
Know multiple similarities exist among all the arts such as vocabulary, concepts, and use of composition. Recognize that at times the arts are difficult to categorize and boundaries separating the arts can be blurred or artificial.	Compares the process of composing works in art, music, dance and theatre arts. Compares how finished work is similar and different between/among arts disciplines. Explores ways of combining the arts to create expressive work.
Grades 9-12 7.3 Compare characteristics of visual arts within a particular historical period or style with ideas, issues or themes in other disciplines. **Focus:**	
Recognize that in a particular place or time, shared beliefs or knowledge will affect the ideas, issues or themes in all disciplines. Recognize that social conditions of a particular place and time affect all disciplines.	Researches, analyzes, discusses and writes about how social conditions such as war, peace, famine and prosperity affect human endeavors in all discipline areas. Researches, analyzes, discusses and writes about important beliefs that affect disciplines in a particular time or place.

GOAL 7: The student will perceive connections between visual arts and other disciplines.

(National Standard 6)

Objective	Implications for Learning and Teaching
Grades 9-12	
7.4 Recognize how current technology affects visual arts and other disciplines.	
Focus:	
Know that current technology affects how things look and how they are done.	Researches, analyzes, discusses and writes about current technology and compares it to that of the past.
Know that current technology will precipitate additional developments in the future.	Uses current technology to learn about art and create his or her own artwork. Researches new professions brought about by technological innovations.

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GOAL 8: **The student will develop an awareness of art as an avocation and profession.**

Objective	Implications for Learning and Teaching
Grades K-2 8.1 Develop an awareness of art as an avocation. **Focus:** Begin to recognize that people can enjoy involvement with art.	Discusses ways people can be involved in art for fun such as clubs, 4-H, with friends and when you are bored.
Grades K-2 8.2 Develop an awareness of art as a profession. **Focus:** Begin to understand ways people can make a living from creating works of art. Begin to understand people can make a living in art related jobs.	Realizes that people choose art as a profession. Discusses various types of art related jobs.
Grades K-2 8.3 Discover that art provides an opportunity for lifelong learning, both vocationally and avocationally. **Focus:** Begin to recognize that art provides an opportunity for lifelong learning and expression.	Discusses the involvement in art of people of all ages to include visiting museums, making art, reading or writing about art and artists, buying art, and teaching and volunteering in the arts.
Grades 3-5 8.1 Develop an awareness of art as an avocation. **Focus:** Recognize that people can derive satisfaction with art.	Discusses ways people can be involved in art for fun such as clubs, 4-H, with friends and when you are bored.

VISUAL ARTS

GOAL 8: **The student will develop an awareness of art as an avocation and profession.**

Objective	Implications for Learning and Teaching
8.2 Develop an awareness of art as a profession. **Focus:**	
Understand ways people can make a living from creating works of art.	Considers the choice of art as a profession.
Understand people can make a living in art related fields.	Discusses various types of art related jobs.
Grades 3-5 8.3 Discover that art provides an opportunity for lifelong learning, both vocationally and avocationally. **Focus:**	
Recognize that art provides an opportunity for lifelong learning.	Discusses the involvement in art of people of all ages to include visiting museums, making art, reading or writing about art and artists, buying art, and teaching and volunteering in the arts.
Begin to recognize that the creation of art requires creative and critical thinking skills that remain challenging throughout life.	Explains how making art requires one to think and make choices.
Grades 6-8 8.1 Develop an awareness of art as an avocation. **Focus:**	
Recognize that people can derive satisfaction and intellectual stimulation through involvement with art.	Discusses different ways people can be involved in art as an avocation.

VISUAL ARTS

GOAL 8: **The student will develop an awareness of art as an avocation and profession.**

Objective	**Implications for Learning and Teaching**
Grades 6-8 8.2 Develop an awareness of art as a profession.	
Focus	
Become familiar with different ways people can make a living from creating works of art.	Considers the choice of art as a profession. Investigates various types of art related jobs.
Understand that people can make a living in art related fields.	**TEACHER NOTE:** Students should have opportunities to meet arts professionals when possible.
Grades 6-8 8.3 Discover that art provides an opportunity for lifelong learning, both vocationally and avocationally.	
Focus:	
Recognize that art provides an opportunity for lifelong learning and expression.	Discusses the involvement in art of people of all ages to include visiting museums, making art, reading or writing about art and artists, buying art, and teaching and volunteering in the arts.
Recognize that the creation of art requires creative and critical thinking skills that remain challenging throughout life.	
Grades 9-12 8.1 Develop an awareness of art as an avocation.	
Focus:	
Recognize that people can derive satisfaction and intellectual stimulation through involvement with art.	Discusses different ways people can be involved in art as an avocation.

VISUAL ARTS

GOAL 8: **The student will develop an awareness of art as an avocation and profession.**

Objective	Implications for Learning and Teaching
Grades 9-12 8.2 Develop an awareness of art as a profession. **Focus:** Identify career opportunities in art and design. Understand there are career opportunities in art related fields.	Considers the choice of art as a profession. Researches various types of art related jobs. **TEACHER NOTE:** Students should have opportunities to meet arts professionals when possible.
Grades 9-12 8.3 Discover that art provides an opportunity for lifelong learning, both vocationally and avocationally. **Focus:** Recognize that art provides an opportunity for lifelong learning and expression. Recognize that the creation of art requires creative and critical thinking skills that remain challenging throughout life.	Discusses the involvement in art of people of all ages to include visiting museums, making art, reading or writing about art and artists, buying art, and teaching and volunteering in the arts.

VISUAL ARTS GLOSSARY

Abstract	Formed with designs taken from real things but not actually like any real object or being.
Acrylic Paint	A fast-drying synthetic paint made from acrylic resin developed about 1960.
Analogous Colors	Colors which are closely related to each other and in which a common color can be found; for example, blue, blue-violet, violet colors.
Aesthetics	The study or theory of the beautiful, in taste or art.
Asymmetrical	Artwork that looks balanced when the parts are arranged differently on each side.
Atmospheric Perspective	A device, used to suggest perspective, in which forms nearer the horizon are blurred and their color is less intense, also known as aerial perspective.
Background	In a scene or artwork, the part that looks farther away or behind the other objects.
Balance	Arranged so the parts seem to be equally important or interesting.
Book Binding	The skill or business of building books.
Book Making	Compiling or publishing books.
Ceramics	The art of making objects of fired clay.
Clay	A natural earthy material which is plastic when wet.
Collagraph	A printing block made from objects and textures glued to a surface.
Collage	Artwork made by pasting pieces of paper or other materials to a flat surface.
Color	The way something looks, apart from its size and shape, when light strikes it; a "hue" is a name for a color such as red or blue.

Complementary Colors	Refers to colors which are opposite each other on a standard color wheel.
Composition	Organization of elements in pictorial space.
Computer Graphics	Images generated by a computer.
Concept	An abstract general notion.
Contour	Line that follows the outer edge or form.
Creative Thinking	Able to see and make things in a new or different way.
Critical Thinking	Shows or requires careful judgment.
Criticism	The art, process, or principles of judging literary or artistic works.
Cross Hatching	Superimposed layers of parallel lines (hatching) at an angle to one another, used to create shadow and modeling.
Culture	Civilization.
Design	A plan for arranging the parts of an artwork; an artwork which has a planned arrangement of parts.
Details	Small parts.
Dry Point	A print making process.
Embossing	Raised, as a design, in relief.
Elements of Design	Those components that make up a composition: line, form, space, texture, shape and color.
Enameling	To lay on, cover, or decorate with enamel.
Engraving	The act, process, or art of incising designs, etc. on metal, stone, or wood.
Etching	Incising a design into a surface.
Experiment	To search out by trial.
Expression	An attitude or emotion conveyed by the way facial features are shown.

Expressionism	A style of artwork in which the main idea is to show a definite mood or feeling.
Felting	The process of making unwoven fabric.
Fiber Art	Artwork created from long, thin, thread-like materials.
Figure	A pictorial or sculptured representation of the human form.
Foreground	In a scene or picture, the part that seems close to you.
Form	External appearance or shape.
Geometric	Shapes that have smooth, even edges and specific names (circle, hexagon, etc.).
Glaze	A gloss coating developed on clay under heat.
Hatching	The hatch lines made in drawing or engraving.
Image	A physical likeness or representation of a person, animal, or thing, photographed, painted, sculptured, a thought from the imagination made visible.
Imagery	Mental images.
Imagination	The process of creating a mental picture of something that is unlike things one has seen.
Incising	Carving or engraved.
Integration	Bringing together the parts to make a whole.
Intensity	Refers to the amount of pigment in a color.
Intermediate Colors	Colors that are made from a primary and a secondary color (red-orange, blue-violet).
Intuitive	Perceived immediately by the mind, instinctive knowledge or feeling.
Jewelry	Any ornament for personal adornment.
Knotting	To tie closely or intricately.

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Line	The path created by a moving point (as one drawn by a pencil point).
Loom	A device for weaving.
Media (Medium)	Materials used to create an image.
Middle ground	In a scene or artwork, that part that is between the foreground and background.
Model	A person who poses for an artist; also, small-scale artwork that shows how a larger artwork might look.
Monochromatic	Tones of one color in addition to the main hue.
Monoprint	A "one-time" print which cannot be repeated.
Mosaic	Artwork made with small pieces of colored materials (paper, stone, glass, seeds, beads, etc.).
Movement	The direction or flow in artwork through the use of lines, colors and shapes.
Negative Space	The spaces surrounding a line, shape or form.
Observation	The act of observing.
Organic	Any living or natural shape that is not geometric.
Paper Mache	Paper pulp mixed with glue and molded into various shapes for ornament and use.
Paper Making	The process of creating paper.
Pattern	A choice of lines, colors or shapes, repeated in a planned way; a model or guide for making something.
Perceptual Awareness	Knowing, discerning as a result of perceiving or insight, intuition.
Perspective	Artwork in which the shapes of objects and distances between them look familiar or "real."
Photography	The art or process of producing pictures by the action of light on surfaces sensitized by various processes.

Picture Plane	The flat surface of a picture.
Pin Hole Camera	A light tight camera, which is usually handmade, that uses a pin hole aperture in place of a lens.
Plaster	A composition of lime, sand, and water that hardens when dry.
Plexiglas	A clear, lightweight plastic.
Portfolio Assessment	Evaluation of student progress through collection and review of authentic work products over a given time.
Portrait	Artwork that shows the face or figure of a real person.
Pottery	Earthenware of all kinds formed into shapes and hardened.
Positive Space	The space filled by a line, shape or form.
Primary Colors	Colors from which others can be made: red, yellow, and blue; in light, the primary colors are red, blue and green.
Principles of Design	The way that elements of art are used in a composition (balance, movement, repetition, unity/variety and emphasis).
Printing Ink	The ink used specifically for printing.
Printing Press	A machine for printing on paper, etc., from inked plates.
Printmaking	The art of using a printing plate or stamp to create one or a series of prints.
Process(es)	Progressive course(s), a series of changes.
Psychomotor	Eye and hand coordination.
Quilting	The making of a coverlet made of two layers of fabric with a batting material between them and stitched in pattern through all the thicknesses to prevent the filling from shifting.
Realism	A style of art that shows objects or scenes as they might look in everyday life.
Reflection	The act of reflecting; serious thought or contemplation.
Related Colors	Colors that are next to each other on a color wheel.

Relief Print	A print made from a design that stands up from the surface of a flat background.
Repetition	The art of doing again and again.
Resist	The process of applying wax, liquid or other medium to a surface to prevent paint or dye from absorbing into the surface.
Score	In paper sculpture, to crease for easy folding; in clay, to slash or cut before joining pieces.
Sculpture	Carved, cut, hewn, cast, molded, welded into representations, forms, or figures.
Secondary Colors	Colors which can be mixed from two primary colors,; orange, green, violet.
Shade	The darkness of colors (as dark or very dark blue) achieved by adding black to a color.
Software	Whatever is used in a digital computer other than its physical components.
Solution	Solving an answer to a problem.
Space	An empty place or area in which something exists.
Spinning	Drawing out or twisting into thread.
Stippling	Painting, engraving, etc. by means of flecks or dots.
Still Life	Artwork that shows non-living things.
Stitchery	Artwork made by using a needle and thread or yarn to create a stitched design on cloth.
Style	An artist's special way of creating art; the style of an artwork helps determine how it is different from other artworks.
Symbol	Lines, shapes or colors used to represent something else.
Symmetrical/Symmetry	Parts arranged the same way on both sides.
Synthesize	To form a whole from separate parts.
Tactile	Pertaining to the sense of touch.

Technique	A special way to create artwork, often by following a step-by-step procedure.
Technologies	Ingenuity or inventiveness of humans using technical potential(s).
Tempera	A kind of chalky paint that has water in it.
Tertiary Color	A color, as gray or brown, produced by mixing two secondary colors.
Texture	The way an object feels when it is touched; the way an object looks like it feels, such as rough or smooth (visual texture).
Three-dimensional	Artwork that can be measured three ways: height, width, depth (thickness); artwork that is not flat.
Tint	A light color achieved by adding white to a color.
Tone	Shade or tint.
Two-dimensional	Artwork that is flat and is measured in only two ways: height and width.
Unity	The quality of having all the parts look as if they belong together.
Value	The lightness or darkness of a color.
Variety	Having different kinds of colors, shapes.
Video	Of or pertaining to the picture portion of a telecast, distinguished from audio.
Watercolor Paints	Paints mixed with water and looks transparent like watery ink or dye.
Weaving	Artwork created by interlacing strands of material.